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ABSTRACT

This guide contains nine units of study for a beginning course in home economics. Units include some or all of the following components: performance objectives, lesson plans, information sheets, transparency masters, handouts, assignment sheets, job sheets, a unit test, and answers to the unit test. All units are competency based and cross-referenced to a competency profile at the beginning of the module. The units cover the following topics: (1) orientation to home economics; (2) consumer education; (3) clothing and textiles; (4) housing and home management; (5) child development; (6) food and nutrition; (7) family and individual health; (8) personal relationships; and (9) career exploration. (KC)

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ED356331

Home Economics I

Curriculum

G U I D E



Orientation

Consumer Education

Clothing and Textiles

Housing and Home Management

Child Development

Food and Nutrition

Family and Individual Health

Personal Relationships

Career Exploration

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HOME ECONOMICS I

Instructor guide

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Instructional Materials Laboratory
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FOREWORD

The Home Economics I guide is designed for a full-year course, ninth grade level. Instruction covers all home economics subject matter areas concerned with the economic, social and cultural conditions and needs of individuals and families; and emphasizes the basic principles and interrelationships among these areas.

The guide contains nine units of instruction: Orientation, Consumer Education, Clothing and Textiles, Child Development, Housing and Home Management, Food and Nutrition, Family and Individual Health, Personal Relationships, and Career Exploration. Each instructional unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, list of resources, information sheets, transparency masters, handouts, assignment sheets, answers to assignment sheets, job sheets, unit test, and answers to unit test.

All of the components of a unit of instruction focus on measurable and observable learning outcomes. Teachers are encouraged to localize, personalize, and supplement these materials in order to meet the individual needs of students and to develop a complete teaching/learning process.

HOME ECONOMICS I

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HOME ECONOMICS I

COMPETENCY LIST

I. Orientation

- A. Orientation to Home Economics I (consumer education, clothing and textiles, housing and home management, child development, food and nutrition, family and individual health, personal relationships)

1. Identify FHA/HERO concepts

II. Consumer Education

B. Managing Time

1. Determine needs
2. Set priorities
3. Assess time available
4. Coordinate activities
5. Develop a routine
6. Review time plan
7. Review multiple roles of wage earner and homemaker

C. Obtaining Goods and Services

1. Evaluate personal consumer awareness
2. Record use of consumer information resources
3. Distinguish between factual and misleading advertising
4. Use a shopping plan
5. Demonstrate comparative shopping
6. Compare service options
7. Exercise recourse action

D. Planning Finances

1. Determine personal values
2. Distinguish between values and goals
3. Determine personal needs
4. Distinguish between needs and wants
5. Assess resources
6. Determine importance of savings
7. Use decision-making process
8. Make a spending and savings plan
9. Manage credit
10. Record personal income and expenditures
11. Plan for the future
12. Review and revise plans as necessary
13. Select financial services after considering savings and investment plans
14. Select insurance

III. Clothing and Textiles

B. Planning a Wardrobe

1. Plan wardrobe needs according to lifestyle
2. Apply principles of design and color to wardrobe planning
3. Determine wardrobe deficiencies
4. Remove items not presently utilized
5. Evaluate ready-made garments
6. Buy clothing

C. Demonstrating Use and Care of a Sewing Machine

1. Demonstrate ability to operate sewing machine
2. Use safety techniques
3. Demonstrate basic sewing techniques

D. Making Clothing

1. Assess skills and resources available
2. Determine feasibility of making vs. buying vs. having made
3. Determine pattern type and size
4. Select pattern and fabric yardage
5. Prepare pattern and fabric
6. Construct a garment

E. Altering and Repairing Clothing

1. Assess skills and resources available
2. Make minor repairs and alterations
3. Evaluate professional services needed

F. Caring for Clothing

1. Interpret care and fabric content labels
2. Prepare clothing for laundry or dry cleaning
3. Identify stains for dry cleaning
4. Select laundry supplies
5. Demonstrate proper use of laundry equipment
6. Demonstrate the ability to complete hand-washing steps
7. Determine appropriate clothing storage

IV. Housing and Home Management

B. Identifying Taste and Lifestyle

1. Evaluate personal living space
2. Make a plan to personalize living space
3. Evaluate shared living space

C. Analyzing Building Style and Available Space

D. Planning a Decorative Scheme

1. Consider personal/family taste and lifestyle
2. Apply elements and principles of design to a room

E. Furnishing a Home

F. Managing Energy Use

1. Evaluate energy and water conservation in the home
2. Locate sources of conservation information
3. Plan conservation practices

G. Cleaning House

1. Prepare for tasks
2. Clean house
3. Clean up and restore order

H. Maintaining House and Appliances

1. Identify do-it-yourself maintenance tasks
2. Schedule and record routine maintenance
3. Obtain necessary tools and equipment
4. Compile a list of service personnel
5. Clean and store appliances properly
6. Protect maintenance tools

I. Maintaining Safe, Healthy, and Secure Environment

1. Post emergency telephone numbers
2. Store dangerous substances safely
3. Develop emergency procedures
4. Eliminate household hazards
5. Control pests

J. Performing Yard and Garden Care

V. Child Development

B. Applying Principles of Child Development

1. Provide guidance in emotional growth
2. Provide guidance in social growth
3. Provide guidance in physical growth
4. Assess the basic needs of children
5. Design routines which meet the basic needs of children
6. Recognize age-appropriate behaviors
7. Guide development of communication skills
8. Distinguish between discipline and punishment
9. Use problem-solving techniques in child guidance

C. Caring for Children

1. Prepare play activities for children

D. Ensuring Child Safety

1. Evaluate a toy for safety
2. Locate safety hazards
3. Demonstrate correct child care practices

VI. Food and Nutrition

B. Planning for Healthy Food Habits and Exercise

1. Review basic nutritional requirements
2. Distinguish between nutritional facts and fallacies
3. Evaluate personal food habits
4. Make a personal food plan
5. Make a personal exercise plan

C. Demonstrating Grocery Shopping Techniques

D. Planning Balanced Meals

1. Classify food resources according to nutritive value
2. Consider family size
3. Consider sex and ages of family members
4. Consider special needs of family members
5. Consider availability of food
6. Evaluate menus
7. Plan menus

E. Establishing Atmosphere for Eating

1. Choose and organize method of serving
2. Set eating area appropriately

F. Using Kitchen Equipment

1. Identify kitchen utensils and tools
2. Demonstrate proper use and care of kitchen equipment
3. Evaluate situations for possible safety hazards

G. Following or Creating Recipes

1. Evaluate recipes
2. Demonstrate the ability to properly read and follow recipe directions
3. Define advanced cooking terms
4. Perform advanced cooking skills
5. Convert recipes
6. Describe functions of ingredients

7. Make appropriate substitutions of ingredients and/or equipment
8. Make a time-work plan

H. Preserving Food

I. Cleaning Up the Kitchen

J. Following Safe and Sanitary Practices

1. Evaluate situations for sanitary food handling and storage practices
2. Evaluate situations for possible health/safety hazards

K. Preparing Nutritious Foods

1. Prepare meats and other protein foods
2. Prepare fruits and vegetables
3. Prepare dairy products
4. Prepare breads and cereals
5. Provide nutritious snacks

VII. Family and Individual Health

B. Developing Physical Well-Being

1. Describe good personal health habits
2. Practice personal hygiene
3. Identify special individual needs
4. Provide necessary health care

C. Developing Emotional Well-Being

1. Identify stress situations
2. Develop problem-solving techniques

D. Planning Leisure Time

1. Assess time and money
2. Determine activities
3. Determine companionship alternatives
4. Schedule arrangements
5. Obtain equipment

E. Coping with Health Concerns

1. Analyze substance abuse
2. Develop emergency procedures
3. Identify health resources

VIII. Personal Relationships

B. Communicating with Others

1. Identify ways of communicating
 2. Practice listening skills
 3. Practice positive communication
- C. Developing a Feeling of Self-Worth
1. Write personal descriptive words
 2. Evaluate personal characteristics
 3. Distinguish between inherited and acquired personality characteristics
 4. List personal strengths
 5. List personal goals
- D. Coordinating and Sharing Family Tasks
1. Compare tasks of family members
 2. Coordinate and share family tasks
 3. Make a plan to strengthen family ties
 4. Encourage cooperation
 5. Demonstrate love and affection
 6. Encourage independence
 7. Encourage responsible behavior
 8. Cope with crisis
- E. Developing Positive Peer Relations
1. Determine personal maturity
 2. Recognize individual differences
 3. Identify the roles of friends
 4. Recognize peer pressure
- IX. **Career Exploration** (consumer education, clothing and textiles, housing and home management, child development, food and nutrition, family and individual health, personal relationships)
- A. Investigating Career Opportunities in Home Economics
1. Investigate home economics related occupations
 2. Evaluate personal abilities
 3. Chart personal goals
- B. Locating a Job
1. Analyze job interests
 2. Prepare a resume
 3. Write an application letter
 4. Complete employment application form
 5. Participate in a (mock) job interview
 6. Write a follow-up letter
- C. Evaluating Job Success Factors
1. Evaluate personal grooming habits

2. Evaluate personal habits associated with job success
3. Explore employee responsibilities

D. Identifying Types of Small Businesses

1. Describe home-based home economics businesses
2. Assess personal skills and resources to be an entrepreneur
3. Compare advantages and disadvantages of owning a business and working for an employer

X. Meeting the needs of special populations*

- A. Identify special needs
- B. Make required changes in physical environment

*NOTE: The needs of special populations should be addressed where appropriate and will not require a separate section.

Home Economics I

Orientation Unit I

Cross-Reference Table of Instructional Materials

Competency*	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
A1	1	1				6-10	
A1	2	2	1			1, 5, 14-20	
A1	3					2, 3	
A1	4	3				4	
A1	5	4				21	
A1	6					11	
A1	7					12, 13	

* From Home Economics I Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

ORIENTATION

UNIT I

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to define Home Economics, explain the role of the homemaker, and identify FHA/HERO concepts. Competencies will be demonstrated by achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline and Transparency Master 1, **GIVE AN OVERVIEW OF HOME ECONOMICS EDUCATION** by achieving 100 percent accuracy on the Unit Test.
2. Based on the content outline, Transparency Master 2, and Handout 1, **MATCH TERMS AND DEFINITIONS RELATED TO FHA/HERO** by achieving 100 percent accuracy on the Unit Test.
3. Based on the content outline, **RECOGNIZE FHA/HERO TRADITION AND FACTS** by achieving 100 percent accuracy on the Unit Test.
4. Based on the content outline and Transparency Master 3, **IDENTIFY ORGANIZATIONAL LEVELS** by achieving 100 percent accuracy on the Unit Test.
5. Based on the content outline and Transparency Master 4, **DEVELOP LEADERSHIP THROUGH GROUP AND INDIVIDUAL ACTIVITY PROGRAMS** by achieving 100 percent accuracy on the Unit Test.
6. Based on the content outline, **IDENTIFY SCHOLARSHIPS AWARDED TO QUALIFIED FHA/HERO MEMBERS** by achieving 100 percent accuracy on the Unit Test.
7. Based on the content outline, **IDENTIFY FHA/HERO MEETINGS AND CONFERENCES** by achieving 100 percent accuracy on the Unit Test.

ORIENTATION

UNIT I

SUGGESTED ACTIVITIES

- A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

- B. Make transparencies.
- C. Provide students with Objective Sheet.
- D. Discuss Unit and Specific Objectives.
- E. Provide students with Information Sheet.
- F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

- G. Provide students with Handout.
- H. Introduce the unit by explaining the terminology provided on the Information Sheet.

(NOTE: Show examples when possible.)

- I. Reteach if necessary.

CONTENTS OF THIS UNIT

- A. Cross-Reference Table of Instructional Materials
- B. Objective Sheet
- C. Suggested Activities
- D. Information Sheet
- E. Transparency Masters
 - 1. TM 1--Overview of Vocational Home Economics Education in Missouri
 - 2. TM 2--The Planning Process
 - 3. TM 3--The FHA/HERO Organizational Tree
 - 4. TM 4--FHA/HERO Programs

- F. Handout
 - 1. HO 1--The Planning Process
- G. Unit Test
- H. Answers to Unit Test

REFERENCES USED IN DEVELOPING THIS UNIT

- A. Bylaws. Reston, VA: Future Homemakers of America, 1991.
- B. Bylaws. Jefferson City, MO: Missouri Association of Future Homemakers of America, Department of Elementary and Secondary Education, 1987.
- C. FHA/HERO Chapter Handbook. Reston, VA: Future Homemakers of America, 1991.
- D. FHA/HERO Member Handbook. Jefferson City, MO: Missouri Association of Future Homemakers of America. (Revised annually)
- E. Missouri Association of Future Homemakers of America Adviser's Handbook. University of Missouri-Columbia: Instructional Materials Laboratory, 1983.
- F. Mulford, Carolyn. Financial Fitness. Reston, VA: Future Homemakers of America, 1987.
- G. Osborn, Marilyn M. Adviser Training Manual. Reston, VA: Future Homemakers of America, 1986.
- H. Power of One. Reston, VA: Future Homemakers of America, 1991.
- I. STAR Events Manual. Jefferson City, MO: Missouri Association of Future Homemakers of America, Department of Elementary and Secondary Education. (Revised annually)
- J. Student Body. Reston, VA: Future Homemakers of America, 1990.
- K. Teen Times. Reston, VA: Future Homemakers of America. (Published four times yearly.)

ORIENTATION
UNIT I
INFORMATION SHEET

I. Orientation to Home Economics Education

(Objective 1; TM 1)

A. Everyone is a homemaker.

1. Homemaking includes the creative as well as the routine tasks of homemaking.
2. Homemaking emphasizes the importance of the job to the family and to the community.
3. Homemaking identifies each family member as having homemaking responsibilities.
4. Homemaking is not gender-specific; it describes both males and females.

B. What is Home Economics?

Home Economics prepares males and females for the occupation of homemaking, as well as for occupations that use home economics knowledge and skills. Home Economics also prepares students to manage multiple roles as homemakers, wage earners, and consumers. Home Economics includes the areas of:

1. Child Development
2. Family Living and Parenthood
3. Consumer Education
4. Family and Individual Health
5. Housing and Home Management
6. Clothing and Textiles
7. Food and Nutrition

C. What is Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)?

1. This group is a national vocational organization of students who have taken or are taking a course in Home Economics through grade 12. It is open to students of all races and religious beliefs.

Chapter projects focus on a variety of youth concerns, including nutrition and fitness, teen pregnancy, strengthening family relationships, energy conservation, working with children and the elderly, teen-run businesses, youth employment, and career exploration.

There are two types of chapters in FHA/HERO to meet the different interests and needs of Home Economics students:

- a. FHA Chapters emphasize consumer and homemaking education. FHA Chapters also explore home economics related jobs and careers with the realization that homemakers fill multiple roles as community leaders and wage earners.
- b. HERO Chapters emphasize preparation for jobs and careers in home economics related occupations with recognition that workers also fill multiple roles as homemakers and community leaders.

- c. FHA/HERO Chapters combine FHA and HERO Chapters.
- 2. FHA/HERO helps students to:
 - a. Build a better self-concept;
 - b. Practice theory learned in Home Economics;
 - c. Make decisions and solve problems;
 - d. Understand and relate to others;
 - e. Become better citizens;
 - f. Become aware of stereotypes and life styles; and
 - g. Develop leadership skills.

D. Relationship of FHA/HERO and Home Economics

- 1. FHA/HERO, as a part of Home Economics, promotes:
 - a. A good relationship between parents, students, and school;
 - b. Enthusiasm about school and projects that involve learning experiences;
 - c. Decision-making processes involving a group of people;
 - d. Interest in Home Economics classes and careers; and
 - e. Improved attitudes about other people and their problems.
- 2. FHA/HERO benefits communities by promoting:
 - a. Better attitudes about the youth of the community;
 - b. Opportunities and projects for school and community;
 - c. Self-esteem about homemaking and parenting;
 - d. The family as a basic unit; and
 - e. Skills that will strengthen families in the community now and in the future.

II. Terms and definitions

(Objective 2; TM 2; HO 1)

- A. Class/chapter--each Home Economics class is considered a mini chapter of FHA/HERO.

(NOTE: Each class elects an executive council member who shares class goals with chapter officers in a separate meeting.)

- B. Advisor--a Home Economics teacher who provides the opportunity for project planning and classroom learning experiences to achieve the purposes and goals of FHA/HERO in accordance with the Home Economics curriculum.

- C. Officers--individuals elected by their peers to serve in leadership roles in the organization.

- D. Committee--a group of people delegated to perform a function, investigate, report, or act on a matter.

- E. Members

- 1. Active member--Any student who is taking or has taken a course in Home Economics and/or home economics related occupations through grade 12 is eligible for active membership in an organized chapter within the school.
- 2. Alumni member--Any former FHA, NHA (New Homemakers of America), or HERO chapter members who desire to continue to support and be involved with the organization following high school graduation are eligible for alumni membership.

3. Associate member--An adult who shares the goals and purposes of FHA/HERO and its programs and who wishes to support the continuing development of FHA/HERO youth is eligible for associate membership.
 4. Honorary member--Any individual who has made an outstanding contribution or who is giving continuous service to the organization is eligible for nomination for honorary membership at the local, regional, state, or national levels.
- F. Chapter parents--family members of students who volunteer to assist the organization in carrying out its goals.
- G. Bylaws--policies that designate an organization's purposes, regulate its activities, and describe the organization's members and leadership.
- H. Planning process--five-step process designed to enable chapter members to learn goal-setting and decision making, develop leadership, expand knowledge and skills, focus on individualized involvement, and use these concerns and issues as the basis for developing projects. The steps are:
1. Identify concerns
 2. Set your goal
 3. Form a plan
 4. Act
 5. Follow up
- I. Program of Work--a yearly plan of chapter activities.
- J. Parliamentary procedure--an orderly system used to carry out chapter business.
- K. State Executive Council--composed of elected state officers from each of the 13 Missouri regions. Also serving as members are the national committee member and (in eligible years as defined in the national bylaws) Missouri's FHA/HERO and HERO national officer candidates. The state president, in consultation with the state advisor, appoints a HERO representative to serve on the council.
- L. State Advisor--a member of the Home Economics Education Staff of the Department of Elementary and Secondary Education who provides guidance to the State Association.

III. FHA/HERO traditions and facts

(Objective 3)

A. Purposes

1. To provide opportunities for personal development and preparation for adult life;
2. To strengthen the function of the family as the basic unit of society;
3. To encourage democracy through cooperative action in the home and community;
4. To encourage individual and group involvement in helping achieve global cooperation and harmony;
5. To promote greater understanding between youth and adults;
6. To provide opportunities for making decisions and for assuming responsibilities;
7. To prepare for the multiple roles of men and women in today's society;
8. To promote Home Economics, home economics careers, and related occupations.

- B. Mission--To promote personal growth and leadership development through Home Economics Education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and vocational preparation.
- C. Flower--The red rose represents the organization because it gives joy through its beauty and fragrance. It symbolizes a desire for beauty in everyday living.
- D. Motto--"Toward New Horizons." Learning to live better today so that our lives and those of our families may be better tomorrow.
- E. Colors--red and white. Red symbolizes strength, courage, and determination: personal qualities leading to happiness through a positive self-image. White symbolizes sincerity of purpose and integrity of action: qualities that help individuals build a better tomorrow.
- F. Emblem--eight-sided emblem symbolizing the purposes of the organization. In the center of the emblem are the letters FHA and HERO, representing the two types of chapters. The rays represent the outreach into the community and world, reminding us that the effects of moral, spiritual, intellectual, cultural, and physical development of the individual and family are far-reaching. Through the family, the strength of our nation is determined and this force is felt throughout the world. Therefore, each family member must learn to think and act intelligently and to work together so that these influences may be used constructively to build a better world at home and abroad.
- G. Creed--a statement of fundamental beliefs, words to live by, ideas to be practiced. Saying the creed helps affirm to members and others what the organization stands for.



CREED

We are the Future Homemakers of America.
We are members of FHA and HERO Chapters.
We face the future with warm courage
And high hope.

For we have the clear consciousness of seeking
Old and precious values,
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression of everything
That is good and fair,
Homes where truth and love and security and faith
Will be realities, not dreams.

We are the Future Homemakers of America.
We are members of FHA and HERO Chapters.
We face the future with warm courage
And high hope.

H. Teen Times--official national magazine for FHA/HERO members which features articles to help chapters plan projects, careers, and leadership techniques. It is published four times per year for each chapter member.

I. Show Me Missouri FHA/HERO--official magazine of the Missouri FHA/HERO Association. Two copies are sent annually to each affiliated chapter.

J. Important dates to remember

1. **June 11, 1945**--Future Homemakers of America was founded in Chicago as the national organization for Home Economics students.
2. **April 1, 1946**--Missouri was founded as the twenty-ninth state association to be affiliated with the national Future Homemakers of America.
3. **July 1965**--Future Homemakers of America and New Homemakers merged into one organization, keeping the name Future Homemakers of America. (New Homemakers of America was a separate organization for black Home Economics students in southern states where segregation was prevalent.)
4. **May 1971**--HERO chapters were established as a part of Future Homemakers of America to meet the needs of students in home economics related occupation courses.

K. Addresses to know

1. National: Future Homemakers of America
1910 Association Drive
Reston, VA 22091
703/476-4900 800/234-4425
2. State: State FHA/HERO Advisor
Home Economics Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
314/751-7964

IV. FHA/HERO organizational levels

(Objective 4; TM 3)

A. National

The national organization is composed of members of all the FHA/HERO chapters in all the 50 states, Washington, D.C., Puerto Rico, the Virgin Islands, and Guam. The national level is made up of:

1. National Board of Directors
2. National Executive Council (the national FHA/HERO officers elected at National Leadership Meetings)
3. National Headquarters Staff

This staff provides national public relations programs, national publications, and national programs for relating the chapter activities to the Home Economics education curriculum.

The National Executive Council provides youth input into the decision-making processes. Each year the council plans and conducts a National Leadership Meeting to develop leadership, elect national officers, and conduct official business.

The National Board of Directors is composed of youth representatives and adult representatives from home economics and business.

B. State

The Missouri Association of Future Homemakers of America is made up of 13 regions and of local chapters within the regions. The state association is under the guidance of a state advisor employed by the Home Economics Education Section of the Department of Elementary and Secondary Education. The State Association has a state executive council consisting of state vice-presidents from each region. The executive council has the basic responsibility of planning and promoting FHA/HERO at various functions throughout the year.

C. Regional

There are 13 regions which comprise the Missouri State Association of FHA/HERO. Each has an elected slate of officers. These officers are assisted by the regional advisor and by the assistant regional advisor, who are Home Economics teachers at the schools where key officers attend. Each region holds a fall meeting during which leadership training sessions are held.

D. Local

Chapters are active in schools where organized Home Economics instruction is offered. A qualified Home Economics teacher is the advisor.

V. FHA/HERO programs provide opportunities for leadership development through group and individual activities within the framework of the Home Economics curriculum.

(Objective 5; TM 4)

A. STAR Events

1. STAR (Students Taking Action for Recognition) Events are competitive in that members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and occupational preparation.
2. STAR Events include:
 - a. All-Star Chapter
 - b. All-Star Project
 - c. Design A Business
 - d. Family Communications
 - e. Food Service
 - f. Illustrated Talk
 - g. Job Interview
 - h. Little Friends
 - i. Parliamentary Procedure
 - j. Spread the Word
 - k. Volunteer Action

B. Power of One

1. Power of One is a program for FHA/HERO members who want to work on their own to achieve personal goals and growth.
2. Power of One helps individuals identify those areas of greatest importance, then turn goals into a realistic plan of action that can be completed in a short time.
3. When the goals are achieved, FHA/HERO members are recognized for their accomplishments by local chapters, as well as the state and national associations.

C. Student Body

1. Student Body is a peer education program based on the belief that teenagers can successfully encourage other young people to develop good attitudes and habits toward self-awareness, nutrition, and fitness today in order to prepare for a lifetime of optimal health.
2. The Student Body program has three goals:
 - a. Providing facts in the areas of self-awareness, nutrition, and fitness that will aid young people in making informed, responsible decisions;
 - b. Using peer influence to support responsible health behavior; and
 - c. Providing peer educators with an opportunity to develop communication and leadership skills.

D. Families and Futures

1. Families and Futures is a peer education approach promoting individual and family health. Young people today will greatly influence the health of families tomorrow. The following three goals summarize the challenge to peer educators who make the decision to get involved to:
 - a. Provide facts for future adults and potential parents that will aid them in making informed, responsible decisions regarding individual and family health and preparations for parenthood;
 - b. Use peer influence to develop and change habits to improve the environment; and
 - c. Develop communication and leadership skills in members by the use of hands-on experience.

E. Financial Fitness

1. The goal of the Financial Fitness is to help teens learn basic skills vital to managing money and share that information with other teenagers.
2. The benefits of participating in this program include:
 - a. Learning how to manage personal finances better;
 - b. Developing talents not exercised before;
 - c. Improving communication and interpersonal skills;
 - d. Gaining recognition from friends, school, and community;
 - e. Receiving satisfaction from helping others; and
 - f. Learning about careers in financial planning.

F. NutraSweet 100% Award for Community Service

This award is based on a written presentation describing how a specific community need was recognized and a service provided to meet that need using home economics skills.

G. Leaders at Work in Food Service

1. This program is for HERO members enrolled in food service training programs.
2. Students design individual projects to sharpen their leadership skills while on the job.
3. Scholarships: Members receiving recognition as Outstanding Leaders may compete for two Morris J. W. Gaebe Entrepreneurial full-tuition, four-year scholarships to attend Johnson & Wales University to study careers in business, hospitality, culinary arts and professional technologies. Each scholarship is valued at over \$33,000.
4. Awards to Chapters: Cash awards of \$500 each will be given to chapters of the top four Outstanding Leaders.

H. Japanese Exchange Program

1. FHA/HERO and Kikkoman Corporation sponsor scholarships to send 20 sophomore or junior members to Japan during the summer.
2. While there, FHA/HERO members live with Japanese families and experience international culture firsthand.
3. The exchange program helps promote better understanding between American and Japanese people.

VI. Scholarships

(Objective 6)

- A. The Missouri Association of Future Homemakers of America awards scholarships annually to outstanding FHA/HERO members meeting specific scholarship criteria and planning to enroll in an accredited institution of higher education in Missouri.
- B. Members may:
 1. Major in a four-year program in Home Economics leading to a bachelor's degree, or
 2. Enroll in a two-year post-secondary Home Economics program leading to an Associate of Arts or Applied Science degree.

VII. Meetings and conferences

(Objective 7)

A. Regional Meetings

1. An annual fall meeting, held in each of the 13 regions, is aimed at meeting specific regional needs and concerns, leadership development, and introduction to the FHA/HERO year.
2. All members and advisors are encouraged to attend and participate.

B. State Leadership Conference

1. Each spring the State Leadership Conference is held to involve students in FHA/HERO activities (such as State STAR Events and regional officer training) and to elect the state president, state first vice-president, national officer candidates (providing Missouri is eligible for such), and national committee member.

2. The date and location of the planned conference is included in the beginning-of-the-year mailing from the State FHA/HERO Advisor.
3. Plans for the conference are developed by the State Executive Council based on needs and concerns within the state.
4. Learning experiences are planned for both student and advisor delegates.

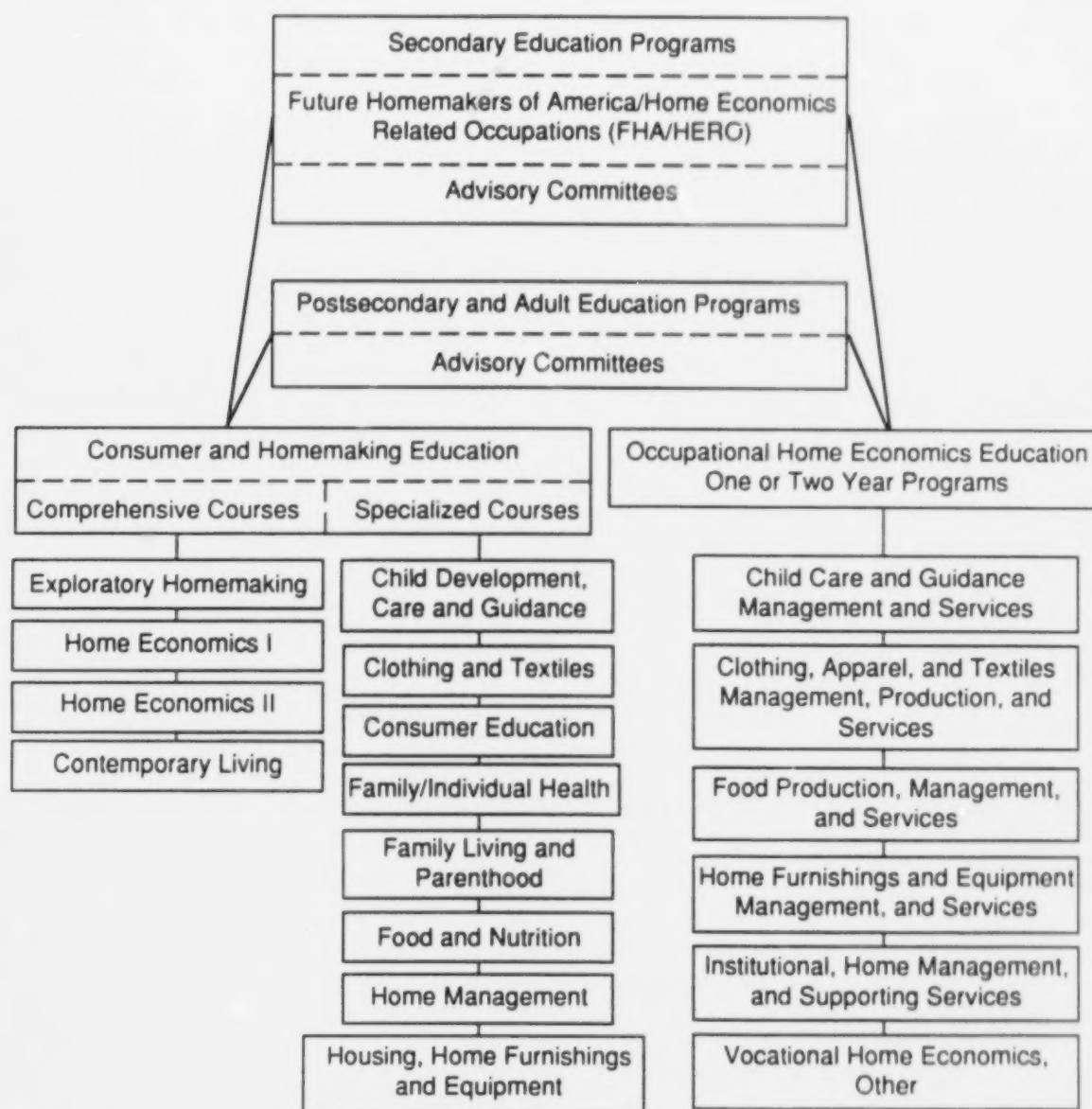
C. National Leadership Meeting

1. National FHA/HERO Leadership Meetings are held annually in July, rotating among the four regions.
2. Local chapter members, regional officers, state officers, and advisors participate in the National Leadership Meeting.
3. The National Leadership Meeting establishes themes around which state and local chapters can carry out activities.

D. National Cluster Meetings

1. These meetings are held annually in the fall in designated locations.
2. Meetings are open to all members, advisors, and other interested persons from any state.
3. Participants attend workshops to develop their skills to use on the local level as well as on the regional and state levels.

Overview of Vocational Home Economics Education in Missouri



THE PLANNING PROCESS



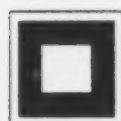
Identify concerns

- Brainstorm for ideas
- Evaluate
- Narrow down



Set your goal

- Be specific
- Consider resources



Form a plan

- Who
- What
- When
- Where
- How



Act

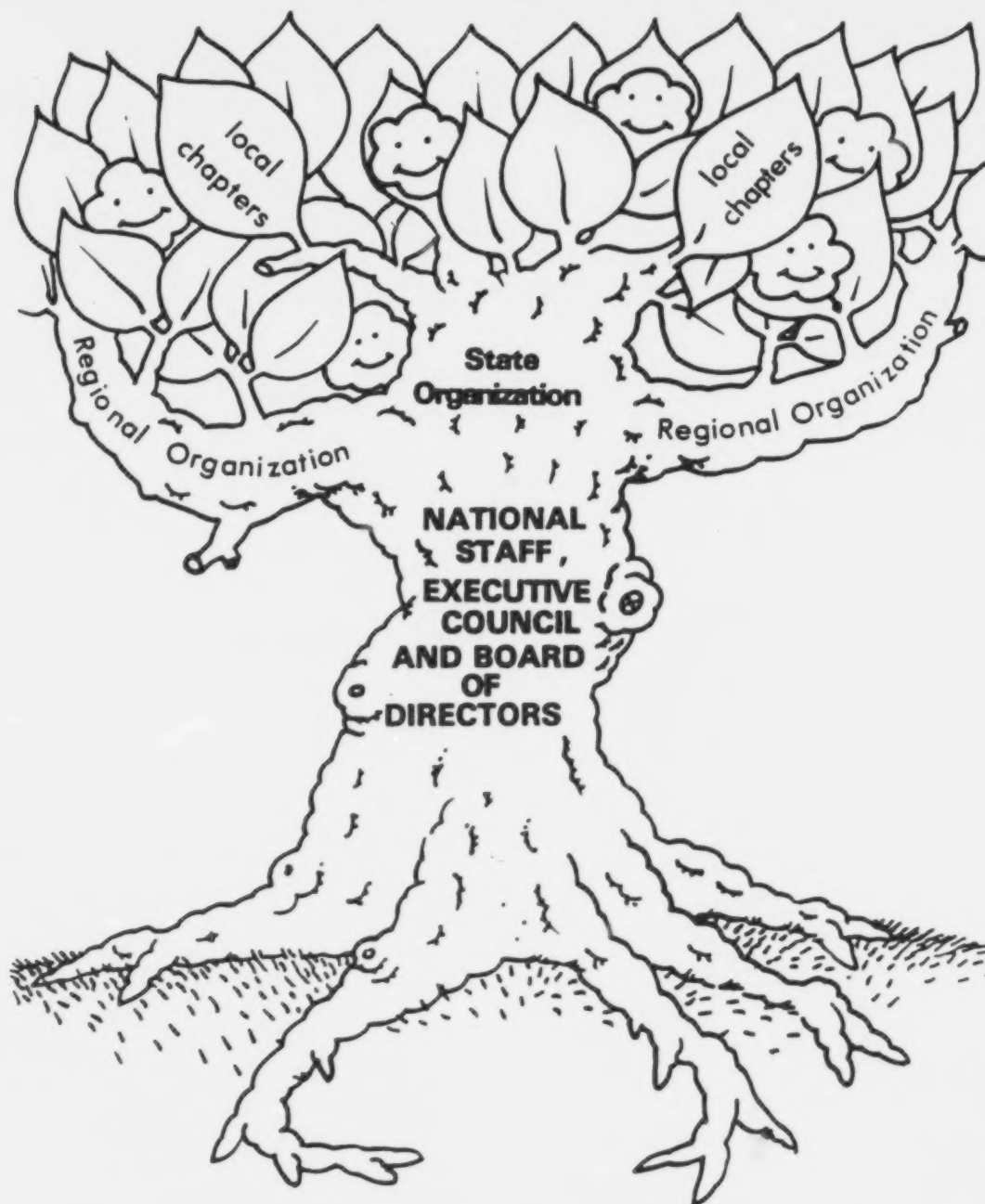
- Carry out plan



Follow up

- Evaluate
- Publicize

The FHA/HERO Organizational Tree



Source: Missouri Association of Future Homemakers of America (Adviser's Handbook).
Columbia, MO: Instructional Materials Laboratory, 1983.

FHA/HERO Programs



**power of
one**

You can make
a difference



**NutraSweet Giving It 100%
Award for Community Service**



**STAR
EVENTS**
STUDENTS TAKING ACTION
FOR RECOGNITION



Families and Futures



**FINANCIAL
FITNESS**

**Teens Spend
Over \$30 Billion
Each Year!**

**Leaders
at Work**

*develops workers
who lead!*



ORIENTATION

UNIT I

HANDOUT 1--THE PLANNING PROCESS



Identify concerns



Set your goal



Form a plan (who, what, when, where and how)



Act



Follow up

ORIENTATION

UNIT I TEST

Part I--Short Answer: Write brief responses to these statements.

1. List the five steps in the planning process.

a.

b.

c.

d.

e.

2. Describe the FHA/HEEO emblem.

3. List the eight purposes of FHA/HERO.

a.

b.

c.

d.

e.

f.

g.

h.

4. Name the four organizational levels of FHA/HERO.

- a.
- b.
- c.
- d.

5. List the four types of membership.

- a.
- b.
- c.
- d.

Part II--True or False: Write "T" before the statement that is true and "F" before the statement that is false.

- ___ 6. Everyone is a homemaker.
- ___ 7. Home Economics prepares males and females for only the role of homemaker.
- ___ 8. There are two types of FHA/HERO chapters.
- ___ 9. FHA/HERO helps students develop leadership skills.
- ___ 10. FHA/HERO does not promote community involvement.
- ___ 11. The Missouri Association of Future Homemakers of America awards scholarships to qualified members every five years.
- ___ 12. Nationally approved FHA/HERO meetings can be attended by anyone who is an FHA/HERO member.
- ___ 13. Regional, state, and national FHA/HERO meetings are held every year.

Part III--Matching: Match the term with the descriptive phrase by writing the letter in the space provided.

- | | |
|-------------------|----------------------------|
| a. Advisor | e. Officer |
| b. Chapter parent | f. Program of Work |
| c. Class/chapter | g. State Executive Council |
| d. Committee | h. State advisor |

- ___ 14. Elected officers from each of the 13 Missouri regions
- ___ 15. Family member who volunteers in assisting the organization carry out its goals
- ___ 16. Person employed in the Home Economics Education Section of the Department of Elementary and Secondary Education
- ___ 17. Yearly plan of chapter activities
- ___ 18. Mini-chapter of FHA/HERO
- ___ 19. Group delegated to perform a function, investigate, report, or act on a matter
- ___ 20. Home Economics teacher who relates Home Economics curriculum and FHA/HERO goals and purposes

Part IV--Essay:

- 21. Select one of the FHA/HERO programs and briefly explain its functions.

ORIENTATION

ANSWERS TO UNIT I TEST

Part I:

1.
 - a. Identify concerns
 - b. Set your goal
 - c. Form a plan
 - d. Act
 - e. Follow up
2. (Answer may vary somewhat.) The emblem is eight-sided and symbolizes the purposes of the organization. In the center of the emblem are the letters FHA and HERO, representing the two types of chapters. The rays represent the outreach into the community and world, reminding us that the effects of moral, spiritual, intellectual, cultural, and physical development of the individual and family are far-reaching. Through the family, the strength of our nation is determined and this force is felt throughout the world. Therefore, each family member must learn to think and act intelligently and to work together so that these influences may be used constructively to build a better world at home and abroad.
3.
 - a. To provide opportunities for personal development and preparation for adult life;
 - b. To strengthen the function of the family as the basic unit of society;
 - c. To encourage democracy through cooperative action in the home and community;
 - d. To encourage individual and group involvement in helping achieve global cooperation and harmony;
 - e. To promote greater understanding between youth and adults;
 - f. To provide opportunities for making decisions and for assuming responsibilities;
 - g. To prepare for the multiple roles of men and women in today's society;
 - h. To promote Home Economics, home economics careers, and related occupations.
4. National, state, regional, and local
5. Active, alumni, associate, and honorary

Part II:

6. T
7. F
8. T
9. T
10. F
11. F
12. T
13. T

Part III:

- 14. g
- 15. b
- 16. h
- 17. f
- 18. c
- 19. d
- 20. a

Part IV:

- 21. Evaluated to the satisfaction of the teacher.

Home Economics I

Consumer Education Unit II

Cross-Reference Table of Instructional Materials

Competency*	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
	1					1-7, 10, 25, 41-42	
B7	2	1			1, 2	33	
B5	3	2	1	1	3	31, 36-37	
C2	4	3	2			38, 43	
C3	5	4, 5				19-20	
C4	6		3	2		32, 51-52	
D1, 2	7	6, 7		3, 4		9, 21, 23, 28, 30, 39, 50	
D4	8	8		5		24	
D5, 8	9	9			4	11, 15-18, 22, 29, 40	
D9	10	10	4		5	8, 12, 26, 34	
D10	11	11, 12, 13		6, 7		45, 48	
D11	12					27, 44	
D13	13	14				46, 49	
D14	14			8	6	13-14, 35, 47	

* From Home Economics I Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

CONSUMER EDUCATION

UNIT II

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to manage time, analyze personal consumer behaviors, and employ consumer management skills. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and Job Sheets and by achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, **MATCH TERMS AND DEFINITIONS RELATED TO CONSUMER EDUCATION** by achieving 100 percent accuracy on the Unit Test.
2. Based on the content outline and Transparency Master 1, **IDENTIFY PROBLEMS AND CONFLICTS CAUSED BY THE MULTIPLE ROLES OF WAGE EARNERS/HOMEMAKERS** by completing Job Sheets 1 and 2 and by achieving 100 percent accuracy on the Unit Test.
3. Based on the content outline, Transparency Master 2, and Handout 1, **WRITE A PERSONAL TIME PLAN** by completing Assignment Sheet 1 and Job Sheet 3 and by achieving 100 percent accuracy on the Unit Test.
4. Based on the content outline, Transparency Master 3, and Handout 2, **IDENTIFY FORCES INFLUENCING CONSUMER CHOICES AND INFORMATIONAL RESOURCES** by achieving 100 percent accuracy on the Unit Test.
5. Based on the content outline and Transparency Masters 4 and 5, **DISTINGUISH BETWEEN FACTUAL AND MISLEADING ADVERTISING** by achieving 100 percent accuracy on the Unit Test.
6. Based on the content outline and Handout 3, **DEMONSTRATE GOOD SHOPPING SKILLS** by completing Assignment Sheet 2 and by achieving 100 percent accuracy on the Unit Test.
7. Based on the content outline and Transparency Masters 6 and 7, **DETERMINE PERSONAL VALUES AND GOALS AND HOW THEY DIFFER** by completing Assignment Sheets 3 and 4 and by achieving 100 percent accuracy on the Unit Test.
8. Based on the content outline and Transparency Master 8, **DISTINGUISH BETWEEN NEEDS AND WANTS** by completing Assignment Sheet 5 and by achieving 100 percent accuracy on the Unit Test.
9. Based on the content outline and Transparency Master 9, **ASSESS RESOURCES AND MAKE DECISIONS REGARDING A SPENDING AND SAVINGS PLAN** by completing Job Sheet 4 and by achieving 100 percent accuracy on the Unit Test.

10. Based on the content outline, Transparency Master 10, and Handout 4, **RECOGNIZE APPROPRIATE WAYS TO MANAGE CREDIT** by completing Job Sheet 5 and by achieving 100 percent accuracy on the Unit Test.
11. Based on the content outline and Transparency Masters 11, 12, and 13, **DEMONSTRATE ABILITY TO RECORD PERSONAL INCOME AND EXPENDITURES** by completing Assignment Sheets 6 and 7 and by achieving 100 percent accuracy on the Unit Test.
12. Based on the content outline, **RECOGNIZE ALTERNATIVE WAYS TO PLAN FOR THE FUTURE** by achieving 100 percent accuracy on the Unit Test.
13. Based on the content outline and Transparency Master 14, **RECOGNIZE METHODS OF SELECTING FINANCIAL SERVICES AFTER CONSIDERING SAVINGS AND INVESTMENT PLANS** by achieving 100 percent accuracy on the Unit Test.
14. Based on the content outline, **DEMONSTRATE KNOWLEDGE OF WISE INSURANCE SELECTION** by completing Assignment Sheet 8 and Job Sheet 6 and by achieving 100 percent accuracy on the Unit Test.

CONSUMER EDUCATION

UNIT II

SUGGESTED ACTIVITIES

- A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

- B. Make transparencies.
- C. Provide students with Objective Sheet.
- D. Discuss Unit and Specific Objectives.
- E. Provide students with Information Sheet.
- F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance information as needed.)

- G. Provide students with Handouts, Assignment and/or Job Sheets prior to the demonstration of the procedures.
- H. Integrate the following activities as appropriate in the teaching of this unit:

Multiple Roles of Wage Earners and Homemakers

1. Role-play a recently married couple. They are visiting with friends discussing why they got married. The woman says she got married for financial support so she would not have to work. The man wanted someone to do his laundry and take care of him. Have students react to this situation. Is this typical of marriage role perceptions today?
2. Use **TM 1** as an opening to discuss how men and women are sharing home responsibilities.
3. Use results of **JS 1** and **JS 2** to discuss the need for skills in management, interpersonal relations, and conflict resolution. Possible discussion questions:
 - a. How can the size of the family be either a help or a hindrance to the multiple roles of a working mother?
 - b. Discuss how **any** family composition can successfully incorporate work and family.
4. Have a speaker (possibly a faculty or staff member) who is highly involved in his/her job tell the class how they handle a busy work and family schedule. Ask him/her about incidents that have been particularly difficult and how they were resolved.

Personal Time Plan

1. Have students work in groups to develop time schedules for a father and a mother who are employed.
2. Use **TM 2**, "Time Wasters," to discuss why some people appear to have more than 24 hours in a day, while others appear to have much less.
3. Show that flexibility is needed in a time schedule by demonstrating the following:

Flexibility--Show a soft rubber or nylon comb that is flexible and bends.

Inflexibility--Show how a brittle plastic comb is rigid and will not bend.

A flexible comb can bend to perform the necessary task, while a plastic comb may break in the process. Discuss the importance of flexibility in situations involving scheduling problems.

Consumer Awareness and Informational Resources

1. Use cartoon **TM 3** as an opening to personal consumer awareness discussion.
2. In small groups, have students list items that have status appeal (designer clothes, Porsche, etc.). Possible discussion questions:
 - a. What is the role of advertising in creating status appeal?
 - b. What are the benefits and disadvantages of status products to the:
 - consumer
 - producer
 - advertising agent
 - media (newspaper, TV)
3. Have two students role-play shopping at a supermarket. One has prepared a shopping list, while the other has not. The second one ends up with more than he/she can pay for at the check-out line, as well as items that are not needed.

Personal Values and Goals

1. Have a student act out a character in overdressed costume with an excessive amount of jewelry and other accessories. The character reveals that she loves to spend money on clothes and jewelry but cannot afford a nice place to live. Discuss her needs, wants, and values. For further discussion:
 - a. List goods and services that are essential to life.
 - b. List goods and services that make life more pleasurable.
 - c. Discuss how values affect whether items were defined as a need or want.
2. Using **TM 7**, "Goals," discuss short- and long-term goals. Have students think of short-term and long-term consumer or financial goals.

Wants and Needs

1. Ask students to bring pictures from magazines representing their wants and needs. Put a line down the center of a large poster board or bulletin board and place the pictures under the captions **Wants** and **Needs**.

Recording Personal Income and Expenditures

1. Practice writing checks and balancing bank statements. Possible discussion questions include:
 - a. How much allowance/take-home pay do you need to support your wants and needs?
 - b. How can planning help you manage your money?
 - c. What are some steps you can take when your balance is negative--when you are spending more than you have?
2. Bring examples to class of various inexpensive items (including a cardboard box) that students might use to keep their financial records. Discuss what type of record keeping they would use for their first budget.
3. Use **TM 14** to encourage discussion on advertising of savings and investments. Ask students to bring ads from the daily paper on certificates of deposit, money market funds, etc. Compare the interest rates on these funds. Discuss how to select appropriate financial institutions.

- I. Give test.
- J. Evaluate test.
- K. Reteach if necessary.

CONTENT OF THIS UNIT

- A. Cross-Reference Table of Instructional Materials
- B. Objective Sheet
- C. Suggested Activities
- D. Information Sheet
- E. Transparency Masters
 - 1. TM 1--Multiple Roles of Wage Earner and Homemaker
 - 2. TM 2--Time Wasters
 - 3. TM 3--Personal Consumer Awareness
 - 4. TM 4--Advertising
 - 5. TM 5--When Is a Sale a Sale?
 - 6. TM 6--Value
 - 7. TM 7--Goals
 - 8. TM 8--Wants/Needs
 - 9. TM 9--The Key to Making Decisions about Spending
 - 10. TM 10--Managing Credit
 - 11. TM 11--Important Parts of a Check
 - 12. TM 12--Some Errors to Avoid in Writing a Check
 - 13. TM 13--Deposit Ticket
 - 14. TM 14--How Do I Save? Where Do I Invest?
- F. Handouts
 - 1. HO 1--Tips For Managing Your Time
 - 2. HO 2--Consumer Information Resources
 - 3. HO 3--Write a Letter of Complaint
 - 4. HO 4--Credit
- G. Assignment Sheets
 - 1. AS 1--Time Plan
 - 2. AS 2--Comparative Shopping
 - 3. AS 3--Values
 - 4. AS 4--Goals
 - 5. AS 5--Wants/Needs
 - 6. AS 6--Check Writing
 - 7. AS 7--Deposit Ticket
 - 8. AS 8--Health Insurance

- H. Answers to Assignment Sheets
- I. Job Sheets
 - 1. JS 1--Multiple Roles: Interviewing Family Members
 - 2. JS 2--Multiple Roles: Interviewing Couples
 - 3. JS 3--Time Priorities
 - 4. JS 4--Spending Plan
 - 5. JS 5--Credit
 - 6. JS 6--Insurance
- J. Unit Test
- K. Answers to Unit Test

REFERENCES USED IN DEVELOPING THIS UNIT

- A. Management and Family Economics. Columbia, SC: Home Economics Education, Program Planning and Development Section, Office of Vocational Education, South Carolina Department of Education, 1985.
- B. Morton, John S., and Ronald R. Rezny. Consumer Action (Student Activities, Teachers' Edition). Boston: Houghton Mifflin Co., 1983.
- C. What to Do Regarding Coordinating Work and the Family. Columbus, OH: Instructional Materials Laboratory, Ohio Department of Education, 1983.

HELPFUL RESOURCES

- A. The following resources are published by and available from The Learning Seed, 330 Telser Road, Lake Zurich, IL 60047. (800/634-4941)
 - 1. How to Handle a Checking Account (software for Apple II or IBM computer). 1989.
 - 2. Shopping Game (multimedia unit including filmstrips), 1989.
 - 3. When You Buy: How Ads Persuade (video), 1988.
- B. Bonnice, Joseph, and Rosella Bannister. Developing Consumer Attitudes, Second Edition. Ohio: South-Western Publishing Company, 1990.
- C. Brenneke, Judith S., and Mary L. Hamill. Decision-Making: Personal Economic Choices. St. Paul, MN: EMC Publishing, 1985.
- D. Campbell, Sally R. The Confident Consumer. South Holland, IL: Goodheart-Willcox, 1990.

CONSUMER EDUCATION

UNIT II

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

- A. Advertising--publicly presented information which explains, and often praises, a product or service to potential customers. The information is prepared by the producer to encourage the purchase and use of its products or service.
- B. Budget--a plan for managing money based on financial goals and priorities and on expected income and expenses.
- C. Certificate of deposit (C.D.)--a savings plan in which money is deposited for a stated period of time, during which the saver cannot make withdrawals without penalty.
- D. Consumers--individuals who select, use, maintain, or dispose of products and services to attain satisfaction within the limits of available income.
- E. Credit--a method of obtaining goods or services now and paying for them in the future; money borrowed now on a promise to repay it in the future.
- F. Decision making--the process of choosing among two or more wants and needs.
- G. Endorse--to sign one's name on the back of a check.
- H. Fixed expenses--costs that occur regularly and remain almost the same, such as rent, mortgage payment, loan payments, utilities, savings, insurance payments.
- I. Flexible expenses--costs that vary over time, such as food, personal items, clothing, recreation.
- J. Generic product--a product identified by its class name rather than by a specific company name or trademark.
- K. Goal--object or end one strives to attain (the aims one wants to reach).
- L. Guarantee--a pledge given by a provider to fix or replace a product if it breaks or is defective.
- M. Impulse buying--making purchases without giving sufficient thought to them.
- N. Needs--necessities essential to life.
- O. Plan--a method of doing something that is decided on ahead of time.
- P. Recourse action--steps the consumer may take to obtain satisfaction on products purchased.

- Q. Savings--money put aside for future use.
- R. Savings account--an account in an institution which pays interest on the money kept in it.
- S. Values--personal feelings about what is good, desirable, and important.
- T. Wants--goods and services you desire but which are not necessarily essential.
- U. Warranty--a statement that the manufacturer will repair or replace the product.

II. Multiple roles of wage earners/homemakers

(Objective 2; TM 1; JS 1, 2)

A. Multiple roles

1. More women working outside the home is an important social change in the 20th century.
2. More of today's families have two wage earners.
3. Major family employment combination patterns are:
 - a. Dual employment--both husband and wife work at paid jobs outside the home.
 - b. Traditional breadwinner/housewife where husband is employed and the wife is a full-time homemaker.
4. Parents are sharing more home responsibilities because their time is limited.
5. A family's income, work schedule, and leisure time influences their chosen lifestyle.

B. Conflicts

1. Because family members lead such busy lives, conflicts can occur.
2. Effective management skills and open communication among family members help families work through conflict.
3. Family members may need assistance to carry out all their responsibilities effectively.
4. Single parents generally bear a heavier burden with family and work responsibilities.

III. Developing a personal time plan

(Objective 3; TM 2; HO 1; AS 1; JS 3)

A. Determine needs

1. To use your time effectively, you must know what you want to accomplish.
2. When you know your needs, you can set direction.
 - a. Decide what is of greatest importance to you.
 - b. Determine what makes you and those you work with most effective.
 - c. Concentrate on those things that have the highest payoff--those things that really matter.

B. Set priorities

1. Set direction by determining what is of greatest importance to you each day.
2. Prevent distractions from leading you away from priorities.
3. Set deadlines for completing activities.

4. Break down big priorities into smaller parts so you can deal with and accomplish each one.
5. Seek help to achieve your priorities if you need to.
6. Plan to handle difficult priorities when you are at your best.
7. Reward yourself as you accomplish steps leading toward your priority.
8. Commit yourself to achieving your priority.

C. Assess time available

1. Decide what amount of time you want to give to achieving your priorities each day.
2. Analyze feelings that may prevent you from reaching your priority.
3. Determine barriers that may prevent you from working on your priority.

D. Coordinate activities

1. Allow enough time to accomplish what you set out to do.
2. Be realistic about the goals you set for yourself.
3. Decide if others can help you reach your goals.
4. Do similar activities together.
Example: When organizing ideas while studying for a test, jot down notes for a paper you need to write later.
5. Set limits for yourself, versus trying to accomplish a large number of tasks in a small amount of time.

E. Develop a routine

1. Evaluate how your time is wasted each day.
2. Try to restructure wasted time so that it helps you reach your goals.
3. Analyze why you let interruptions keep you from reaching your goal.
4. Try to set aside time each day when you take care of certain activities.
Example: What times are best for you to study, visit with family, meet with friends, take care of home responsibilities, etc.
5. Readjust routines so that your day flows smoothly.
Example: Get up an hour earlier every other day to exercise.

F. Review time plan

1. Look at each day in terms of when is best for you to work on priorities.
2. Fill in the remainder of the time with lower priority items.
3. A time log or calendar can help you review your day to see if time was used as originally planned.

IV. Consumer choices and informational resources

(Objective 4; TM 3; HO 2)

A. Personal consumer awareness

1. All consumers should be aware of the many forces that influence them to purchase goods and services.
2. Consumer choices are influenced by:
 - a. Personal interests and abilities

- b. Family
- c. Friends
- d. Television and advertising
- e. Business promotions

B. Consumer information resources

- 1. There are many sources of information which you can use to help you become an effective consumer. The mass media provides information on a regular basis.
- 2. Local and national governments provide help with consumer concerns.
- 3. Businesses provide information about their products and services.
- 4. Nonprofit agencies such as Better Business Bureaus and agencies which test products and publicize the results are helpful to many people.

C. Evaluating information about consumer products and services leads to wise decisions. Information must be:

- 1. Dependable
- 2. Complete
- 3. Related to consumers' needs
- 4. Unbiased

V. Advertising

(Objective 5; TM 4, 5)

A. Consumers need to be able to distinguish between factual and misleading advertising.

- 1. Advertising is big business.
- 2. Advertising may inform consumers about available products.
- 3. Advertising gives consumers some information about the product's features, cost, operation, and size.
- 4. Advertising tries to persuade you to buy by appealing to your need or desire to:
 - a. Know facts about a product
 - b. Be attractive to the opposite sex
 - c. Be included by your friends
 - d. Feel good about yourself
 - e. Achieve
 - f. Participate in leisure activities
 - g. Protect your family and yourself

B. It is likely that ads or commercials will have only positive information about a product or service.

- 1. False and misleading advertising is prohibited by law, but sometimes there are exaggerations or a lack of truth in advertising.
- 2. Advertising can be beneficial to the consumer; look for useful information in the ad.
- 3. Advertising can be negative for the consumer if the ads persuade them to buy what they do not want or need and cannot afford.

C. Other selling methods businesses use are buying incentives, special sales, and available credit.

VI. Shopping skills

(Objective 6; HO 3; AS 2)

- A. Most consumers have limited resources but unlimited wants and needs.
 - 1. By using all available resources to acquire one item, there will not be enough to buy other items that may be needed.
 - 2. Remember that there are alternatives to buying a new item or product for every need. Can the item be made, traded with someone else, or can another item be substituted?
- B. When choosing a place to shop, consider:
 - 1. Convenience
 - 2. Selection
 - 3. Prices
 - 4. Services
 - 5. Assistance offered
(NOTE: Some retailers provide training sessions on the use of their item, such as personal computers.)
 - 6. Return and complaint policies
- C. Goods and products are available from a wide variety of sources. Among them are:
 - 1. Factory outlet stores
 - 2. Buying clubs or cooperatives
 - 3. Mail order houses
 - 4. Secondhand stores
 - 5. Discount stores
 - 6. Specialty stores
 - 7. Auctions
 - 8. Garage sales
 - 9. Flea markets
 - 10. Electronic shopping (computer/television)
- D. Comparison shopping
 - 1. Shop and compare before buying.
 - a. A major brand appliance is the same whether it is purchased from a discount store, a hardware store, or a department store. However, prices at these three stores may vary widely.
 - b. In buying a stereo or television, the price difference may reflect a difference in the quality of the item, in the services available, or merely in volume sales.
 - c. For some items it is important that the dealer stand behind what he/she sells and will replace or repair it if something goes wrong. For some items, the manufacturer will guarantee or warranty its items, and it is not as important that the store stand behind what it sells. However, if the store will not replace defective merchandise immediately after the sale, it may be worth going to a more accommodating retailer.
 - d. When planning a major purchase, compare retailers.
 - (1) Check the retailer's reputation--do they stand behind the products they sell? If you are not satisfied with the product, will the retailer help you?

- (2) How do their prices compare? Are they similar to other stores? If they are less, what will you be giving up? If they are more, do you get something extra?
- (3) What services does the retailer offer? Are you paying extra for something you do not need? Will you need anything you cannot get?
- (4) Check the quality of various products. Are they similar in materials and features?
- (5) Is everything included? Will you need to buy extras to use the item you want?
- (6) Check safety features. Is the wiring safe? Are the handles firmly attached? Is fire retardant built in?
- (7) Check care requirements. Is one product easier to keep clean than another?
- e. Compare prices.
 - (1) Prices for products change over time. Many products can be purchased at reduced prices.
 - (a) Some products regularly go on sale at certain times of the year.
 - (b) Decide in advance what you need to buy and wait until it goes on sale. Some merchandise never goes on sale; other items go on sale regularly, so you need to become familiar with the marketplace.
 - (2) Generic products are usually less expensive than name-brand products and similar or identical in quality.
 - (3) Take advantage of rebates. Manufacturers often will send a "reward" for buying their products. Information on rebates is usually available at the retail dealer.

2. Hints for better shopping

- a. Try to shop at times of the day or week when stores are less crowded so sales people have time to answer questions.
- b. Think about needs in advance and buy only those items that have been planned for; avoid impulse buying.
- c. Plan shopping so that several errands can be accomplished in the same trip.
 - (1) Make a list of places to go (pharmacy, cleaners, sporting goods, etc.).
 - (2) Call the store ahead of time to see if they carry the item. This will save time and fuel.
- d. Do not shop in a rush. This can result in costly mistakes.
- e. Check to see whether or not the product works before it is purchased or taken from the store.
- f. Try to pay off charge accounts each month to avoid having interest charges added on to the balance. These charges add to the cost of the purchase.

E. Recourse action

- 1. When you buy something that turns out to be defective or you have a billing problem, there are a number of steps you can take:
 - a. Be sure that you or a member of your family has not misused the product.
 - b. Ask the retailer to exchange the item or to take it back. Most sellers will try to keep your business if they can.
 - c. Write a letter to the manufacturer explaining the problem and asking them what to do next.
 - d. Contact the Better Business Bureau for assistance in filing a complaint. They may know whether others have had similar problems with the product or company.
 - e. If a trade or professional organization is involved in the sale of the product, contacting them may bring assistance.

- f. Write to local or national consumer action reporters, who may print your problem in the paper and/or contact the business for you. This may embarrass the company into solving your problem.
- g. Contact state and federal agencies concerned with problems in your area.

VII. Personal values and goals

(Objective 7; TM 6, 7; AS 3, 4)

- A. Personal values are reasons for action because they explain why people behave as they do and make the decisions they do. Some examples of values are love, money, freedom, security, power, popularity, sleep, friends, clothes, peace, education, reputation, adventure, and food.
 - 1. Knowing what values are important to you makes it easier to analyze your decisions.
 - 2. Values sometimes conflict. This makes it hard to decide what is important to you.
 - 3. Your values need to be personal and carefully thought out instead of some other person's idea of what is important.
- B. Values and goals are different.
 - 1. Goals are set according to your values, desires, and attitudes.
 - 2. Goals are constantly changing. Long-term goals are those which may take months or years to reach. Short-term goals are often stepping stones to the long-term goals.
 - 3. Goals must be personal and carefully decided, not adopted from someone else.
 - 4. Our goals should be stated clearly and evaluated periodically to see if we need to change or adjust them to adapt to changes in life.
 - 5. To achieve your goals, you will need to manage your resources.
 - 6. To determine how well you are meeting your goals:
 - a. Set a realistic time limit for achievement.
 - b. Analyze your goals to determine whether short-term goals must be met before long-term goals are possible.
 - c. Decide which goals are most important. List them in order of priority.
 - d. Determine whether you have the resources to reach your goals. If you do not, determine whether you can get them and how.
 - e. Determine whether there are any obstacles that you cannot overcome.
 - f. Decide whether a more realistic, simpler, or more readily achieved goal would be better.

VIII. Needs and wants

(Objective 8; TM 8; AS 5)

- A. It is important to distinguish between needs and wants.
 - 1. Personal values influence wants.
 - 2. As young people mature, they assume more responsibility for acquiring goods and services to meet their needs.

B. Wants vary with each individual.

1. In our society, people may choose from many different goods and services to satisfy their wants.
2. To avoid making costly errors, you must be knowledgeable about how to make choices.

IX. Assess resources

(Objective 9; TM 9; JS 4)

A. Financial resources enable you to achieve your goals. Most people do not have unlimited financial resources, so they need to plan carefully.

1. Gross income is the total pay or wages earned.
2. Net income is the "take-home" pay left after taxes, insurance, and other deductions have been subtracted.

B. Savings

1. Every budget should include a plan for saving money.
2. Money saved can help deal with emergencies and purchase things that you need and want.
3. Savings accounts increase the value of money by earning interest.

C. Money management decision-making

1. Be aware of all available options when making decisions regarding your money.
2. Use the decision-making process to help you choose financial institutions.
 - a. Identify the choices you have.
 - b. Analyze available services, safety, and convenience.
 - c. Weigh your alternatives.
 - d. Select the best choice for you.
 - e. Use the choice you selected.
 - f. Evaluate the results of your choice.

D. Spending plans and budgets

1. Making wise purchases involves planning and knowledge of the marketplace.
2. Planning ahead is the key to successful money management.
3. A good plan should be realistic and flexible.
4. The purpose of a spending plan is to divide income to meet our needs.
5. Use a budgeting process to help you reach your goals.
 - a. Estimate your monthly/weekly income.
 - b. Estimate your monthly/weekly expenses.
 - c. Compare your income and expenditures.
6. If your expenses exceed your income, make adjustments in your lifestyle by cutting down on expenses or finding other sources of income. Revise your budget, if necessary, to cover expenses for achieving your goals. To keep within your budget:
 - a. Avoid impulse buying.
 - b. Take advantage of sales.

X. Managing credit

(Objective 10; TM 10; HO 4; JS 5)

- A. Credit helps people meet their needs and satisfy their wants. Using credit improperly can cause many problems.
- B. People use credit:
 - 1. To buy an item immediately, even though they do not have the money
 - 2. In an emergency
 - 3. To build a good credit rating
 - 4. When they do not wish to carry around large amounts of cash
- C. Using credit costs money.
 - 1. Many credit card companies charge interest and/or membership fees, even if you pay off your account every month.
 - 2. Some credit card accounts allow you to carry a balance and make payments; others must be paid off each month.
 - 3. Many stores do not charge interest on their accounts until 30 days after the purchase or first billing time.
 - 4. The lower the payment amount, the longer interest is added to the account and the higher the final purchase price.
 - 5. Read and understand all credit agreements before signing anything. Creditors are required to tell you how much it will cost you to use the credit.
 - 6. It is easy to get in over your head. If you are making time payments on several accounts, you may find it impossible to pay any of them off for a long time.
- D. Types of credit
 - 1. Open-ended credit: Borrowers are assigned a credit limit, which varies with each individual. When this limit is reached, no more purchases may be made until the balance is reduced. This form of credit applies to:
 - a. Bank credit cards
 - b. Store charge accounts
 - c. Travel cards/entertainment cards, such as American Express and Diner's Club
 - d. Single payment loans--a loan which is repaid in one payment along with a finance charge
 - e. Passbook loans--an institutional loan based on one's savings account balance. The loan is repaid with interest.
 - 2. Closed-end credit: a one-time loan based on an application for a specific need. At the time the loan is made, arrangements for repayment are established.
 - a. In this category are both **fixed rate** loans, where the monthly interest rate stays the same, and **variable rate** loans, where the interest rates change with economic conditions.
 - b. Loans of this type may be written for a wide variety of time periods--two years, 10 years, 30 years, or more.
 - c. Collateral is often, but not always, necessary before this type of loan is granted. Collateral is something of value equal to or greater than the value of the loan. Ownership of the item is temporarily transferred to the name of the lender, although

the borrower retains use of the item. If for any reason the loan is not repaid, the lender will take possession of the collateral for payment.

- d. This type of loan is routinely made for house and car purchases. The house or car becomes the collateral.

E. Sources of credit

- 1. Financial institutions
 - a. Savings and loans
 - b. Commercial banks
 - c. Credit unions
 - d. Mutual savings banks
- 2. Other common sources
 - a. Businesses
 - b. Finance companies
 - c. Industrial banks
 - d. Insurance companies
 - e. Family members
- 3. Risky sources
 - a. Loan sharks
 - b. Pawnbrokers

F. As a consumer, you are responsible for paying your debts.

- 1. If you take on too much credit and cannot pay your debts, financial counseling is available to help you.
- 2. You may be able to secure a debt consolidation loan, which combines all your credit payments into one, smaller monthly payment.
 - a. This type of loan usually has a high interest rate.
 - b. It is very important that you make no further credit purchases.
- 3. If you are unable to pay your debts, your purchases may be taken as payment. This process is called repossession. It will result in the loss of a good credit rating.
- 4. You may declare bankruptcy. In this process your possessions are sold to pay your debts. Following this procedure, you will lose a good credit rating and will be denied credit for many years.

XI. Recording personal income and expenditures

(Objective 11; TM 11, 12, 13; AS 6, 7)

- A. Keeping good financial records helps you know your financial status and provides valid records for tax purposes.
- B. If you know where your records are, you can more easily pay bills, locate guarantees when appliances need repair, complete income tax returns and manage money.
- C. Your filing system should be developed according to the way you use your records. Examples:
 - 1. Alphabetical
 - 2. Subject

3. Numerical
 4. Chronological (according to year, month, day)
- D. Equipment for keeping a filing system may vary according to what is available. Examples:
1. Desk
 2. Filing cabinet
 3. Accordion-type folders
 4. Metal or plastic home filing cases
 5. Sturdy cardboard box
- E. Check your records once a year to discard what is not needed.
- F. It is important to pay bills on time. To make it easier, you can do the following:
1. When bills are received, make a note of the due date and the amount due.
 2. Bills due before payday should receive first preference.
 3. Pay all bills, especially those that must be mailed, with checks. This gives you a receipt and control over who is going to receive the payments.
- G. Accurate recording in your checkbook can help you keep track of your expenditures.
1. Record in your checkbook all income deposited, all checks written for cash, and all checks written as payments. Make notes in the space provided so you will know what the money was spent for.
 2. Checking account procedures that you will need to understand include:
 - a. Writing checks
 - b. Endorsing checks
 - c. Making deposits to an account
 - d. Stopping payment on a check
- H. Always be sure there is enough money in your account before you write a check. It is important to balance your checkbook each month when the bank sends your account statement and checks.
1. Compare the amounts on the returned checks with the amount in your check register.
 2. Place a check mark beside all checks which have cleared.
 3. Record and subtract any charges which appear on your statement (e.g., check printing or service charges.)
 4. Record and add any interest earnings which appear on your statement.
 5. List all checks written but not checked off in your register and total them. On a separate piece of paper, subtract this amount from the balance on your statement.
 6. Add any deposits made after the closing date of the statement. Add this amount to the closing balance on the statement.
 7. Compare the institution's balance with your own.

XII. Planning the future

(Objective 12)

- A. To achieve your goals, meet your needs, and take care of your wants require planning.

- B. Planning enables you to set priorities and work toward your goals gradually.
- C. If you clearly identify your goals, you will be more likely to manage your resources so you can achieve them.
- D. If you waste your resources, you are less likely to reach your goals.
- E. Planning helps you identify choices and become aware of the alternatives available to you.
- F. Planning helps you review progress, review and revise priorities, and determine if you are going in the direction you set for yourself.
- G. Planning for savings helps you reach a more financially secure future. Some possibilities besides a savings account or an interest-paying checking account are:
 - 1. **Stocks**--shares of ownership in a company
 - 2. **Bonds**--a loan to a business or the government which promises to repay at a certain interest rate by a certain time
 - 3. **Money market funds**--money added by individuals into a pool of deposits that is used to invest in a variety of sources. Money market accounts typically have a minimum of \$500 or \$1,000 and allow periodic withdrawal of money as you need it.
 - 4. **Certificate of Deposit (C.D.)**--may be purchased with a lump sum of \$500 or \$1,000. The requirement is that money not be withdrawn for a specific period of time such as three months, six months, one year, etc. Certificates may be cashed early but with a substantial penalty.
 - 5. **Real estate**--investment in land, houses, apartments, and other buildings.
 - 6. **Collectibles**--items purchased with the idea that their value will increase over time. Typical examples are: cars, stamps, coins, dolls, and artwork.
- H. All types of investments involve some risk.
- I. Balance your investments so you do not put all of your assets into risky investments. Keep enough savings so that you can deal with emergencies, even if your investments lose money.
- J. Consider your age when choosing investment strategies. The older you are, the less you can afford to lose money on your investments and the more conservative your investment strategy should be. This is particularly true for retired people.
- K. Planning for the future includes options beyond savings plans such as:
 - 1. **Retirement plans**
 - a. Many employers offer their employees a pension plan.
 - b. Under a pension plan, money is set aside by the employer and awarded to the employee upon retirement.
 - c. Funds are usually invested by the employer.
 - d. Usually both the employee and the employer put money into the fund.
 - e. Most plans require that the employee be with the company for a number of years before he/she is eligible to receive any of the money.
 - f. One risk of this type of plan is that the employer might go out of business. (The employee would lose all benefits.) Some employers are insured against this.

2. **Individual Retirement Account (IRA)**

- a. An individual retirement account allows you to put a specific amount of money into a special account. This money cannot be withdrawn without penalty until the individual reaches age 59 1/2.
- b. **Keogh Plan** is a government-sponsored plan which also allows self-employed individuals to set aside a specific amount of money in an account.

3. **Annuity**

- a. An annuity is a plan offered by an insurance company. The individual pays money to the insurance company. The money is set aside to be paid to him/her upon retirement.
- b. Under current tax laws, an annuity may be tax deferred. This means that income taxes are not paid on the money until it is received as income.

XIII. Financial services

(Objective 13; TM 14)

- A. There are many ways to invest your money beyond the typical savings account; however, good investing requires a considerable amount of thought and skill. Today's financial markets are extremely complex. There are also varying degrees of risk.
 - 1. It is important to shop for a financial institution which meets your specific needs because regulations change.
 - 2. Institutions employing people to assist you with your savings plan include banks, credit unions, savings and loan associations, and mutual savings banks.
 - 3. When deciding which institution to use for your savings account, consider:
 - a. The number of times interest is credited to your account. The more frequently interest is credited, the larger the interest earned.
 - b. How late in an interest period you can make a deposit and still receive full interest.
 - c. Some institutions figure interest on the smallest balance in your account over the interest period; others figure interest on the average balance in the account, which gives more interest.
 - 4. Always put your money into banks insured by the Federal Deposit Insurance Corporation (FDIC) and in credit unions insured by the National Credit Union Administration (NCUA).

XIV. Insurance

(Objective 14; AS 8; JS 6)

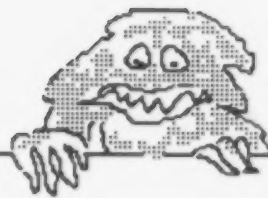
- A. Make sure that you have adequate insurance to replace personal property.
- B. Many companies have group insurance with lower rates than individual policies.
- C. Talk with professional insurance agents to help you determine your needs. Compare various companies and policies and get the most protection you can for the least cost.
- D. Be especially careful to investigate the background of any insurance advertised through the mail or through the door-to-door sales approach.

- E. Health insurance pays for the hospital, surgery, and medicine in case of illness or accident.
1. Unexpected or long illnesses can run into thousands or even hundreds of thousands of dollars.
 2. Health insurance can pay money if the wage-earner loses a salary because of sickness or injury.
 3. Some insurance pays a percentage of routine visits to the doctor and medicine taken regularly.
 4. The cost of health insurance is determined by the coverage you want, the size of the deductible, and the information about those being insured. (A deductible is the amount the insured person pays before the insurance company begins to pay on a claim.)
- F. Motor vehicle insurance
1. Owning a car, motorcycle, or other type of motor vehicle costs more than the original price you pay for the vehicle.
 2. Motor vehicle owners need insurance for protection against certain accident expenses.
 3. Basic types of automobile insurance are:
 - a. Medical Coverage pays medical expenses for you and your passengers.
 - b. Bodily Injury Liability Coverage protects you in case you injure or kill someone with your car.
 - c. Property Damage Liability Insurance pays for the damages to the property of other people.
 - d. Comprehensive Physical Damage Insurance provides protection from damage to your car not covered by collision insurance, such as theft, fire, flood, falling objects, etc.
 - e. Collision Coverage pays damages resulting from colliding with another car.
 - f. Uninsured Motorist Coverage protects you and your passengers against injury by a non-insured motorist or a hit-and-run driver.
 4. Some insurance companies give discounts to non-smokers and to students with good grades in school.
 5. When buying insurance, shop around for it. Not all companies charge the same rates.
- G. Motorcycle insurance fees are determined by the size of the vehicle, owner's age, driving record, and geographic area (urban or rural). Other restrictions are:
- a. Insurance does not apply during speed races.
 - b. Passengers are not insured.
 - c. There is no medical coverage for injuries.

MULTIPLE ROLES OF WAGE EARNER AND HOMEMAKER



"Sorry, my Dad can't go bowling tonight.
He has to do the grocery shopping."



TIME WASTERS

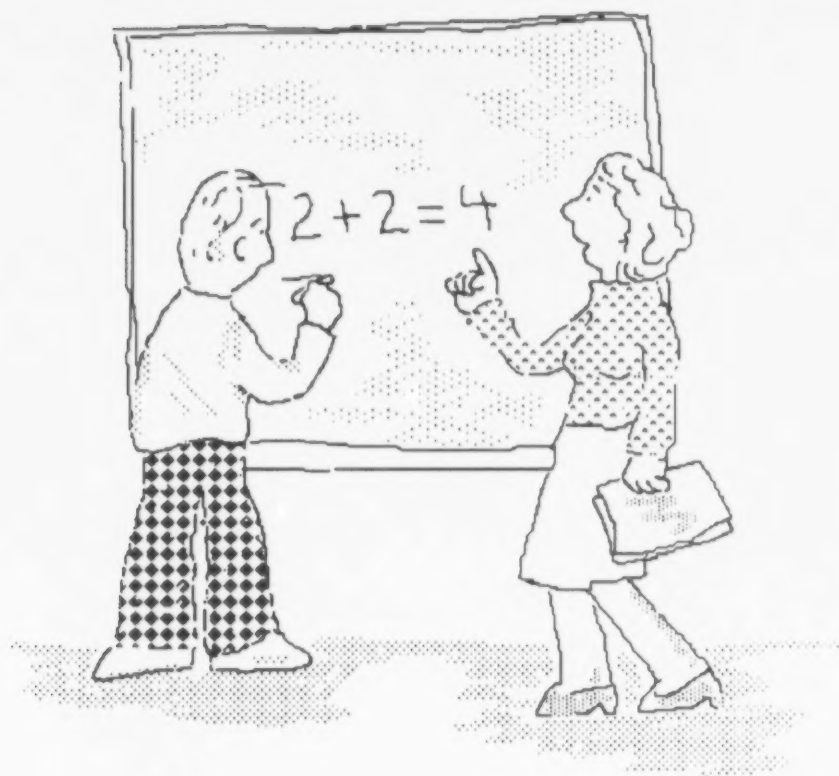
INTERRUPTIONS

PROCRASTINATION

LACK OF ORGANIZATION
OR ROUTINE



PERSONAL CONSUMER AWARENESS



"Shouldn't numbers have dollar signs in front of them?"

ADVERTISING



"Can you believe it? It said 'Umbrellas 50% off'."

WHEN IS A SALE A SALE?



VALUE

A GUIDE TO THE WAY WE BEHAVE AND BELIEVE

CHOOSING FREELY FROM ALTERNATIVES AFTER
CONSIDERING THE CONSEQUENCES OF
EACH ALTERNATIVE

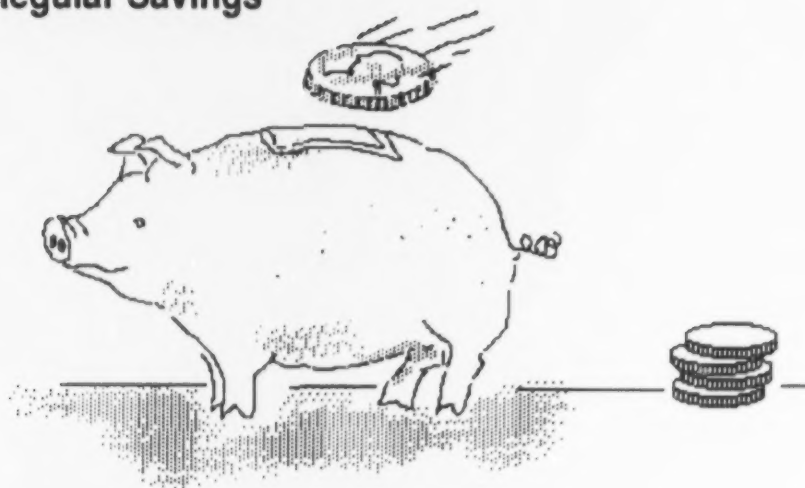
PRIZING BEING HAPPY WITH CHOICE AND
WILLING TO MAKE CHOICE KNOWN
TO OTHERS

ACTING DOING SOMETHING WITH THE
CHOICE REPEATEDLY

GOALS

SHORT-TERM GOAL

Establish Regular Savings



LONG-TERM GOAL

For Future Security

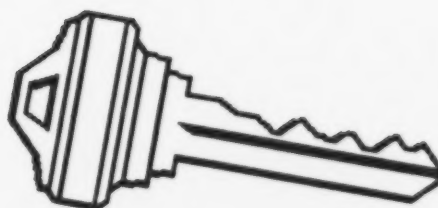


WANTS/NEEDS



**"Dad, I need a note for school tomorrow--
preferably a \$10 bill."**

THE



TO MAKING DECISIONS ABOUT SPENDING

- IDENTIFY THE CHOICES YOU HAVE
- ANALYZE AVAILABLE SERVICES, SAFETY, CONVENIENCE
- WEIGH YOUR ALTERNATIVES
- SELECT THE BEST CHOICE FOR YOU
- USE THE CHOICE YOU SELECTED
- EVALUATE THE RESULTS OF YOUR CHOICES

60

MANAGING CREDIT



"The bank wants to lend us \$5000 to get out of debt."

IMPORTANT PARTS OF A CHECK

Name and address of drawer may be printed on each check

Check number should be written if it is not printed

Name of payee

Date

ABA Number

Western Suppliers Corporation
118 Malone Avenue
Sikeston, Missouri 63801

Feb 2 19 *92*

144
80-915815

Pay to the order of *Lewis and Davis, Inc.* \$ *147⁵⁸*

One hundred forty-seven and ⁵⁸/₁₀₀ Dollars

Sikeston County Bank
314 North Ranney
Sikeston, MO 63801

Memo *William G. Patton*

70 111 4 144

Amount in words

Numbers printed in magnetic ink used in sorting checks

Signature of drawer

Amount in figures

Line filling space between amount in words and the word "Dollars"

SOME ERRORS TO AVOID IN WRITING A CHECK

Title "Mr." is not needed, but
name should be complete
with given name or initials

Year omitted
from date

Western Suppliers Corporation 118 Malone Avenue Sikeston, Missouri 63801		145 80-915815
Pay to the order of <u>Mr. Lewis</u>		\$ <u>10.00</u>
<u>Ten and 00/100</u> Dollars		
Sikeston County Bank 314 North Ranney Sikeston, MO 63801		<u>William J. Patton</u>
Memo <u>70 111 4 144</u>		

Should be no
blank space before
or after amount in
words

Line should connect
amount in words and
word "DOLLARS"

Should be no blank
space before or
after amount in
figures

DEPOSIT TICKET

DEPOSIT TICKET																
Western Suppliers Corporation 118 Malone Avenue Sikeston, Missouri 63801		100														
DATE _____ 19 ____	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">CURRENCY</td><td style="width: 20px;"></td></tr> <tr><td style="text-align: center;">COIN</td><td></td></tr> <tr><td style="text-align: center;">BANK</td><td></td></tr> <tr><td style="text-align: center;">TOTAL FROM OTHER BANKS</td><td></td></tr> <tr><td style="text-align: center;">TOTAL</td><td></td></tr> <tr><td style="text-align: center;">LESS CASH RECEIVED</td><td></td></tr> <tr><td style="text-align: center;">NET DEPOSIT</td><td></td></tr> </table>		CURRENCY		COIN		BANK		TOTAL FROM OTHER BANKS		TOTAL		LESS CASH RECEIVED		NET DEPOSIT	
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Sikeston County Bank 314 North Ranney Sikeston, MO 63801																
RM 582 70 111 4 144																

Deposits may not be available for immediate withdrawal.

HOW DO I SAVE?
WHERE DO I INVEST?



EARN TOP RATES **ON CERTIFICATES OF DEPOSITS**

New Higher Rate.
New Higher Yield.

More Interest

Jumbo rates

EARN MORE



THE PREMIUM MONEY MARKET ACCOUNT

Home Ec 1, pg. 81

CONSUMER EDUCATION

UNIT II

HANDOUT 1--TIPS FOR MANAGING YOUR TIME

1. Set goals (specific things you want to accomplish).
2. Make a to-do list and categorize ideas. (Do the items fit in with your goals?)
3. Plan your priorities.
4. Cluster tasks in the same time block.
5. Organize tools and information for convenience.
6. Create a place for everything and keep everything in its place.
7. Schedule uninterrupted blocks of time for big jobs.
8. Reduce panic; handle what worries you most.



CONSUMER EDUCATION

UNIT II

HANDOUT 2--CONSUMER INFORMATION RESOURCES

1. Mass media resources
 - a. Information from newspapers, magazines, television, and radio
 - b. Publications providing unbiased reports on consumer products
 - (1) Consumer Reports
 - (2) Changing Times
 - (3) Money Magazine
 - (4) Better Homes and Gardens
 - (5) Consumer's Research Magazine
2. Government sources
 - a. Federal Office of Consumer Affairs in Washington
 - b. Government Printing Office's free or inexpensive pamphlets to help consumers make informed decisions
 - c. Missouri Consumer Protection Office
 - d. Cooperative Extension Service in cooperation with the U.S. Department of Agriculture
3. Businesses
 - a. Many businesses provide information on products through pamphlets, advertising displays, sales personnel, and demonstrations. They also provide product use and care information, labels, warranties, guarantees, and seals of approval.
4. Nonprofit consumer information sources
 - a. Consumers Union and Consumer's Research agencies test products and publish the test results in magazines and books to inform the public of the best products to buy.
 - b. Better Business Bureaus are independent organizations supported by the local business community. They can refer you to a business or inform you if a business has any recorded complaints against them. The address is in the local telephone directory.

CONSUMER EDUCATION

UNIT II

HANDOUT 3--WRITE A LETTER OF COMPLAINT

1. Explain the problem carefully and briefly.
2. State when and where you bought the item or arranged for service.
3. Explain how purchase is defective.
4. List steps already taken to solve problem or use product.
5. Give specific information: style, catalog, or order numbers.
6. State what you believe should be done about your claims.
7. Keep a copy of the letter.
8. If you write a second letter, include a copy of the first.

CONSUMER EDUCATION

UNIT II

HANDOUT 4--CREDIT

Before using credit, know your rights and your obligations.

1. The 1969 Truth-in-Lending Act requires that lenders give the annual percentage rate on a loan.
 - a. All credit terms are clearly indicated on agreements showing annual percentage rate, finance charge, amount financed, and total payments.
 - b. Consumers are not liable for unrequested credit cards.
 - c. Any interest penalties or other requirements must be clearly stated.
2. The 1971 Fair Credit Reporting Act protects consumers in the following ways:
 - a. You have the right to know what is in your credit file held by an agency.
 - b. You have the right to know the name and location of any agency which gave information to any business resulting in a denial of credit. There is generally no charge if the request is made within 60 days.
3. The 1975 Equal Credit Opportunity Act requires that lenders cannot deny credit based on discrimination, i.e., age, sex, race, nationality, or religion.
4. The 1976 Consumer Leasing Act enables consumers to:
 - a. Compare leasing to credit costs and
 - b. Receive clearly stated leasing agreements.
5. The 1977 Fair Debt Collection Practices Act helps consumers by preventing collection agencies from using annoying or abusive tactics to collect consumer debts.
6. The 1978 Electronic Funds Transfer Act, which deals with bank credit cards, automated teller machines, and audio response systems enables banks to deny applicant's request for electronic funds transfer without explanation. If the consumer's request is tied to a credit application, an explanation must be given under the regulation above.

CONSUMER EDUCATION
UNIT II
ASSIGNMENT SHEET 1--TIME PLAN

Directions:

1. Keep a record of your actual personal use of time for one week.

2. Complete the following sentences:

a. My greatest waste of time is _____

b. Something I really like to do but never have enough time for is _____

3. Go over your time record again. Evaluate and replan it.

Can you see how to eliminate wasted time?

Can you find more time to do what you need to do or would like to do?

Can you develop a routine?

CONSUMER EDUCATION

UNIT II

ASSIGNMENT SHEET 2--COMPARATIVE SHOPPING

Directions: Choose an item you wish to buy, such as clothing, camera, watch, sports equipment, video equipment, stereo, bicycle, or other. List five retail outlets where you could purchase this item, such as department store, catalog order house, supermarket, specialty shop, or other retailer. Evaluate each outlet listed according to the following chart.

Item you are shopping for _____

OUTLET	PRICE	BRANDS AVAILABLE	WARRANTY TERMS	HELPFUL CLERKS
1.				
2.				
3.				
4.				
5.				

Analyze your findings according to the chart. Where would you purchase the item? Explain why.

This assignment sheet is for the student's own use and should not be collected or graded.

CONSUMER EDUCATION

UNIT II

ASSIGNMENT SHEET 3--VALUES

Directions:

- A. Read the following list and check those items that are important to you. Add any others that you think are important. Rank them in the order of importance to you. Begin by writing the number beside the most important item.

- | | |
|---|---------------------------------------|
| ☐ Nature/environment | ☐ Sports |
| ☐ Music | ☐ Art |
| ☐ Education | ☐ Family |
| ☐ Friendship | ☐ Leisure time |
| ☐ Peace | ☐ Self-esteem |
| ☐ Love | ☐ Appreciation |
| ☐ Popularity | ☐ Contentment |
| ☐ Material possessions | ☐ Religion |
| ☐ Personal security | ☐ Health |

- B. How do your personal values influence the choices you made? Write three specific examples.

1.

2.

3.

C. Complete the following sentences:

1. If I had \$25 to spend on a leisure activity, I would . . .
2. If I had \$150 to spend on sports or hobby equipment, I would . . .
3. If I had \$500 to spend on vacation and travel, I would . . .

D. Summarize your financial-related attitudes.

E. Discuss how your values might change with different situations.

F. Write one financial goal you have which is really important to you.

1. Is it short-term or long-term?
2. Explain how your values have influenced this goal selection.

This assignment sheet is for the student's own use and should not be collected or graded.

CONSUMER EDUCATION

UNIT II

ASSIGNMENT SHEET 4--GOALS

Directions: In the space provided, classify items with this code: (1) Very important; (2) Important; (3) Fairly important; (4) Least important. You may write additional goals, as well.

GOALS:

- | | |
|---|--|
| ☐ own a car | ☐ get good grades |
| ☐ graduate from school | ☐ own a home |
| ☐ be attractive | ☐ be a cheerleader |
| ☐ have lots of dates | ☐ be healthy |
| ☐ get a driver's license | ☐ buy records/tapes |
| ☐ redecorate my bedroom | ☐ get a job |
| ☐ buy new clothes | ☐ have friends |
| ☐ be happy | ☐ get married |
| ☐ save money | ☐ go to the prom |
| ☐ _____ | ☐ _____ |

Now review the list. What are your five most important goals? List them below and place a check next to short-term goals.

1.

2.

3.

4.

5.

CONSUMER EDUCATION

UNIT II

ASSIGNMENT SHEET 5--WANTS/NEEDS

Directions: Check the first column below to indicate all of the items you wish to acquire.

In the second column, place "W" for items you think are "wants" or "N" for items you think are "needs."
List additional items if they are not on this list.

___	___	stereo	___	___	car
___	___	tapes, C.D.'s, etc.	___	___	car repairs
___	___	tape recorder	___	___	gifts
___	___	grooming items	___	___	motorcycle
___	___	cosmetics	___	___	bicycle
___	___	entertainment	___	___	movies, plays, etc.
___	___	sports events	___	___	clothing
___	___	camping equipment	___	___	jewelry
___	___	snack foods	___	___	uniforms
___	___	sports equipment	___	___	sun glasses
___	___	hobby items	___	___	VCR
___	___	calculator	___	___	pet
___	___	musical instrument	___	___	pet care items
___	___	school supplies	___	___	books
___	___	bus fare	___	___	magazines
___	___	other transportation	___	___	movies, plays, etc.
___	___	paying bills	___	___	

CONSUMER EDUCATION

UNIT II

ASSIGNMENT SHEET 6--CHECK WRITING

Directions: Bill has purchased some items at Jones Sporting Goods and needs to write a check. Write the check below using the following information.

Check: Number 27

Date: October 31, 1991

Pay to the order of Jones Sporting Goods

Amount: \$57.39

Signature: William J. Patton

Memo: Shoes

William J. Patton 12 Lowe Street Sikeston, Missouri 63801		No. _____
_____ 19 _____		80-915815
Pay to the order of _____	\$	
_____ Dollars		
Sikeston County Bank 314 North Ranney Sikeston, MO 63801		
Memo _____	_____	

CONSUMER EDUCATION

UNIT II

ASSIGNMENT SHEET 7--DEPOSIT TICKET

Directions: Bill bought some supplies for a school party and wrote a check on his own account. His friends have reimbursed him and he wants to deposit the money in his account. Help him by totaling the currency and checks that he received and filling out the deposit ticket.

Date: Jan. 11, 1992
 Currency \$50.00
 Checks:
 Tom 10.00
 Sally 10.00
 Susan 10.00
 Jennifer \$10.00
 Total \$

DEPOSIT TICKET		100												
William J. Patton 12 Lowe Street Sikeston, Missouri 63801														
DATE _____ 19__	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">CURRENCY</td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: center;">COIN</td> <td></td> </tr> <tr> <td style="text-align: center;">TOTAL FROM OTHER BANK</td> <td></td> </tr> <tr> <td style="text-align: center;">TOTAL</td> <td></td> </tr> <tr> <td style="text-align: center;">LESS CASH RECEIVED</td> <td></td> </tr> <tr> <td style="text-align: center;">NET DEPOSIT</td> <td></td> </tr> </table>		CURRENCY		COIN		TOTAL FROM OTHER BANK		TOTAL		LESS CASH RECEIVED		NET DEPOSIT	
CURRENCY														
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_____ SIGN HERE FOR LESS CASH IN TELLERS PRESENCE														
Sikeston County Bank 314 North Ranney Sikeston, MO 63801 RM 582														
Deposits may not be available for immediate withdrawal.														

This assignment sheet is for the student's own use and should not be collected or graded.

CONSUMER EDUCATION
UNIT II
ASSIGNMENT SHEET 8--HEALTH INSURANCE

Directions: Complete the form.

SAMPLE MEDICAL HISTORY FORM FOR HEALTH INSURANCE

Name: _____
 Last First Middle

Age: _____ Birthday: _____ Sex: ___F___M Height: _____ Weight: _____

Health condition: ___Excellent___Good___Average___Poor

Illness	Date	Name and address of hospital	Type of operation	Name and address of doctor

Have you ever been refused health, life, hospital, or accident insurance? _____

If yes, what was the name of the company? _____

Reason: _____

THE INFORMATION I HAVE GIVEN IS CORRECT AND TRUE. I UNDERSTAND I WILL NOT RECEIVE ANY BENEFITS IF THE ABOVE STATEMENTS ARE INCOMPLETE OR FALSE.

Signature _____ Date _____

CONSUMER EDUCATION

UNIT II

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEETS 1-2

Answers will vary. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

ASSIGNMENT SHEETS 3-4

These assignments are not to be collected or graded. They may be used for class discussion.

ASSIGNMENT SHEET 5

Answers will vary. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

ASSIGNMENT SHEET 6

William J. Patton 12 Lowe Street Sikeston, Missouri 63801		No. <u>27</u>
		<u>Oct 31</u> 19 <u>91</u> 80-915815
Pay to the order of	<u>Jones Sporting Goods</u>	\$ <u>57.39</u>
<u>Fifty-seven and 39/100</u>		Dollars
Sikeston County Bank 314 North Ranney Sikeston, MO 63801		
Memo	<u>shoes</u>	<u>William J. Patton</u>

ASSIGNMENT SHEET 7

DEPOSIT TICKET																	
William J. Patton 12 Lowe Street Sikeston, Missouri 63801																	
DATE <u>Jan 11</u> 19 <u>92</u>	<table border="1"><thead><tr><th>CURRENCY</th><th></th></tr></thead><tbody><tr><td>50</td><td>—</td></tr><tr><td>20</td><td>—</td></tr><tr><td>10</td><td>—</td></tr><tr><td>5</td><td>—</td></tr><tr><td>1</td><td>—</td></tr><tr><td>TOTAL</td><td>90</td></tr><tr><td>NET DEPOSIT</td><td>90</td></tr></tbody></table>	CURRENCY		50	—	20	—	10	—	5	—	1	—	TOTAL	90	NET DEPOSIT	90
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NET DEPOSIT	90																
SIGN HERE FOR LESS CASH IN TELLERS PRESENCE																	
Sikeston County Bank 314 North Ranney Sikeston, MO 63801 RM 582																	

100

Deposits may not be available for immediate withdrawal.

ASSIGNMENT SHEET 8

This assignment is not to be collected or graded. It may be used for class discussion.

100

CONSUMER EDUCATION

UNIT II

JOB SHEET 1--MULTIPLE ROLES: INTERVIEWING FAMILY MEMBERS

Directions: Interview three employed persons with families representing different ages and occupations.

Interview Questions:

1. Which is most important to you--your work or your family?
2. How has your commitment level changed over time?

Summarize What You Found:

1. Describe the people you interviewed by gender, age, or stages in life, and occupation.
2. What were their responses?

CONSUMER EDUCATION

UNIT II

JOB SHEET 2--MULTIPLE ROLES: INTERVIEWING COUPLES

Directions: Interview two married couples where both husbands and wives have jobs.

Questions to Ask:

1. How would you describe your jobs? (title, duties)
2. Do you have the same hours?
3. Do you commute long distances to work, or are either of you away from home for several days?
4. Did your personal or family roles have to change to achieve good job performance? If so, how?

Summarize What You Found:

CONSUMER EDUCATION
UNIT II
JOB SHEET 3--TIME PRIORITIES

Directions: Interview 10 people. Compile their responses and note if the results vary by age or sex.

Interview Questions:

1. What would you do if you had all the time in the world?
2. What would you do if you had only 15 free minutes a day?

Summarize results below and be prepared to share the results in class.

This job sheet is for the student's own use and should not be collected or graded.

CONSUMER EDUCATION

UNIT II

JOB SHEET 4--SPENDING PLAN

Directions: Record your income and expenses in the appropriate spaces and subtract your total expenses from your total income.

INCOME	WEEKLY	MONTHLY	YEARLY
Allowance	_____	_____	_____
Wages	_____	_____	_____
Gifts	_____	_____	_____
Other	_____	_____	_____
Total	_____	_____	_____

EXPENSES			
Variable	_____	_____	_____
Fixed	_____	_____	_____
Occasional	_____	_____	_____
Total	_____	_____	_____

BALANCE	_____	_____	_____
(Subtract total expenses from total income)			
	_____	_____	_____

CONSUMER EDUCATION

UNIT II

JOB SHEET 5--CREDIT

Directions: Keeping in mind wants and needs, prepare a list of good reasons for borrowing money.

Interview a loan officer at a bank or savings and loan. Find out:

1. How you obtain a loan
2. Collateral required for loans
3. Charges made for services
4. Who is allowed to borrow money
5. How you obtain a charge card
6. The interest rate on the bank's charge card

CONSUMER EDUCATION

UNIT II

JOB SHEET 6--INSURANCE

Directions: A sports car is your dream, but you have been told that the insurance costs more. Telephone an insurance agent and ask him/her to give you some estimates for insuring the following automobiles:

Sports car (any one you would like)

Pick-up truck

Mid-size car

Compact car

Summarize what you found in the space below. If you could have your choice of any of the types of vehicles listed above, which would you choose for your own use?

CONSUMER EDUCATION

UNIT II TEST

Part I--Matching: Match the term with the descriptive phrase by writing the letter in the space provided.

- | | |
|-----------------------|------------------|
| a. Consumer | e. Fixed expense |
| b. Credit | f. Generic |
| c. Debt consolidation | g. Value |
| d. Endorse | h. Want |
| | i. Warranty |

- ___ 1. Inner feeling about what is good, desirable, and important
- ___ 2. Anyone who buys goods and services
- ___ 3. Product which carries no specific name
- ___ 4. Good or service consumers would like to have
- ___ 5. Promise about repairs or replacement
- ___ 6. To put your signature on the back of a check made out to you
- ___ 7. Allows people to buy what they need when they want to buy it, even if they do not have the cash
- ___ 8. Loan that brings together smaller loans so that only one payment is required

Part II--True or False: Write "T" before the statement that is true and "F" before the statement that is false.

- ___ 9. A goal can be reached by managing your resources.
- ___ 10. You can withdraw a Certificate of Deposit (C.D.) before the period of time for which it was issued without giving up any of the interest due you.
- ___ 11. It is a good idea to set some goals and organize a savings plan accordingly.
- ___ 12. You should shop for credit like you do for any other goods or services.
- ___ 13. Some insurance companies give lower rates to people who are non-smokers.
- ___ 14. A deductible means the insurance company will pay a fixed amount towards the costs of an accident before you have to pay anything.
- ___ 15. Since your resources of time and money are limited, it is important to prioritize your goals.
- ___ 16. An expense record helps make and keep a budget.

- ___ 17. One of the first things you need to do in making a spending plan is to figure out monthly expenses.
- ___ 18. Some people use their savings to help meet their goals.
- ___ 19. Advertising can be negative for consumers if the ads persuade them to buy an unneeded or unwanted item.
- ___ 20. False and misleading advertising is unethical, but legal.
- ___ 21. A lack of planning may prevent you from reaching some of your goals.
- ___ 22. If we have enough money, we can satisfy all of our needs and wants without planning.
- ___ 23. Examples of values are love, power, friends and education.
- ___ 24. Wants are influenced by personal values.
- ___ 25. The opposite of impulse buying is comparison shopping.
- ___ 26. The wise shopper avoids using any type of credit.
- ___ 27. An annuity is a type of retirement plan offered by an insurance company.
- ___ 28. A person's goals never change.
- ___ 29. There is an organized way of making a decision about your money.
- ___ 30. It is possible to have values that conflict with each other.
- ___ 31. A good time manager adjusts routines to make the day flow smoothly.
- ___ 32. When you buy something that turns out to be defective, all you can do is admit that you made a mistake.

Part III--Multiple Choice: For each multiple choice question, choose the best answer and write its letter in the space provided.

- ___ 33. What is a major social change in today's society?
 - a. Families are getting larger.
 - b. More of today's families have two wage-earners.
 - c. Nationally, the trend is toward traditional families where the husband is the breadwinner and the wife stays home with the children.
 - d. Couples are getting married at a younger age.

- ___ 34. Which act protects consumer credit ratings?
- a. Consumer Union Act
 - b. National Bureau of Standards Act
 - c. Fair Credit Reporting Act
 - d. Wheeler-Lea Act
- ___ 35. Which is the least appropriate source from which to buy insurance?
- a. Local independent insurance agent
 - b. Reputable insurance agent
 - c. Door-to-door salesman
 - d. Through your job
- ___ 36. What is required to coordinate activities to make the most of each day?
- a. Accomplish a large number of tasks in a small amount of time.
 - b. Set high goals for yourself.
 - c. Decide what amount of time you want to give to achieving your priorities each day.
 - d. Get up early in the morning.
- ___ 37. Which is a good tool for reviewing the use of your time?
- a. Telephone
 - b. Time log or calendar
 - c. Stopwatch
 - d. Tape recorder
- ___ 38. Which is unimportant when evaluating information about a product or service?
- a. Dependability
 - b. Highly advertised
 - c. Related to consumers' needs
 - d. Expense
- ___ 39. What is the most essential thing in making the most of your resources?
- a. Have an adequate income.
 - b. Satisfy your wants.
 - c. Have the newest equipment.
 - d. Set realistic goals.
- ___ 40. Which describes the total pay or wages earned?
- a. Disposable income
 - b. Gross income
 - c. Net pay
 - d. Fixed income

- ___ 41. What is a plan for spending and saving money called?
- a. Record keeping form
 - b. Checkbook
 - c. Emergency fund
 - d. Budget
- ___ 42. What kind of expenses are those for insurance, mortgage, rent, or loan payments?
- a. Fixed expenses
 - b. Disposable income
 - c. Variable expenses
 - d. Household expenses
- ___ 43. Which local, nonprofit group of businesses helps protect consumers against deceptive advertising and bad business practices?
- a. Better Business Bureau
 - b. Chamber of Commerce
 - c. Regulatory agency
 - d. Consumer action group
- ___ 44. Which is a mutual fund that pools shareholders' money and allows periodic withdrawal of money?
- a. Common stock
 - b. Preferred stock
 - c. Money market fund
 - d. Securities
- ___ 45. How often should records be checked for possible discarding?
- a. Weekly
 - b. Monthly
 - c. Twice a year
 - d. Yearly
- ___ 46. Banks insured by which group are the safest?
- a. Federal Deposit Insurance Corporation (FDIC)
 - b. National Credit Union Administration (NCUA)
 - c. Better Business Bureau
 - d. Keogh Plan
- ___ 47. Which type of motor vehicle insurance pays for damages to the property of other people?
- a. Bodily Injury Liability Coverage
 - b. Comprehensive Physical Damage Insurance
 - c. Collision Coverage
 - d. Property Damage Liability Insurance

- ___ 48. Which is not a step in balancing a checkbook?
- a. Compare the statement's amounts with those in the check register.
 - b. Record and subtract any services charges appearing on the statement.
 - c. Deduct deposits made during the month from the check register.
 - d. Subtract outstanding (not cleared) checks from the bank balance.
- ___ 49. Which is not a consideration when choosing an institution to use for a savings account?
- a. The number of free checks given with each new account
 - b. The number of times interest is credited to the account
 - c. How late in an interest period a deposit can be made to receive full interest
 - d. Whether interest is figured on the smallest or average balance in the account
- ___ 50. Greg is spending more money than he makes each month. Which is the best solution to his problem?
- a. Get a loan to cover added expenses.
 - b. Discontinue savings.
 - c. Alter short-term goals.
 - d. Forget about long-term goals.

Part IV--Short Answer: Write a brief response to the statement or situation.

51. List three factors to consider when choosing a place to shop.
- a.
 - b.
 - c.
52. Sara bought a hair dryer at the pharmacy. When she got home, she discovered that it would not work. List two courses of action that she can take.
- a.
 - b.

CONSUMER EDUCATION
ANSWERS TO UNIT II TEST

Part I:

1. g
2. a
3. f
4. h
5. i
6. d
7. b
8. c

Part II:

9. T
10. F
11. T
12. T
13. T
14. F
15. T
16. T
17. T
18. T
19. T
20. F
21. T
22. F
23. T
24. T

25. T

26. F

27. T

28. F

29. T

30. T

31. T

32. F

Part III:

33. b

34. c

35. c

36. c

37. b

38. b

39. d

40. b

41. d

42. a

43. a

44. c

45. d

46. a

47. d

48. c

49. a

50. c

Part IV:

51. Three of the following or similar responses:

- a. Convenience
- b. Selection
- c. Prices
- d. Services
- e. Assistance offered
- f. Return and complaint policies

52. Two of the following or similar responses:

- a. Be sure that you or a member of your family has not misused the product.
- b. Ask the retailer to exchange the item or to take it back. Most sellers will try to keep your business if they can.
- c. Write a letter to the manufacturer explaining the problem and asking them what to do.
- d. Contact the Better Business Bureau for assistance in filing a complaint. They may be able to tell you whether others have had similar problems with the product or company.
- e. If a trade or professional organization is involved in the sale of the product, contacting them may bring assistance.
- f. Write to local or national consumer action reporters, who may print your problem in the paper and/or contact the business for you. This may embarrass the company into solving your problem.
- g. Contact state and federal agencies concerned with problems in your area.

Home Economics I

Clothing and Textiles Unit III

Cross-Reference Table of Instructional Materials

Competency*	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
-	1					1-9, 24	
B1	2	1		1, 2, 3		10-11, 25	
B2	3	2, 3		4, 5		12, 20, 26	
B5	4	4, 5, 6	1	6	1	13, 21, 27, 29	
C1, 2	5		2	7	2		
C3	6				3		
E, F	7	7, 8		8, 9		14-19, 22-23, 28	

* From Home Economics I Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

CLOTHING AND TEXTILES

UNIT III

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to plan a wardrobe, use and care for a sewing machine, alter/repair clothing, and care for clothing. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and Job Sheets and by achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, **DEFINE TERMS AND DEFINITIONS RELATED TO CLOTHING AND TEXTILES** by achieving 100 percent accuracy on the Unit Test.
2. Based on the content outline and Transparency Master 1, **DETERMINE WARDROBE NEEDS** by completing Assignment Sheets 1, 2, and 3 and by achieving 100 percent accuracy on the Unit Test.
3. Based on the content outline and Transparency Masters 2 and 3, **PLAN A WARDROBE ACCORDING TO THE PRINCIPLES OF DESIGN AND COLOR** by completing Assignment Sheets 4 and 5 and by achieving 100 percent accuracy on the Unit Test.
4. Based on the content outline, Transparency Masters 4, 5, and 6, and Handout 1, **EVALUATE READY-MADE GARMENTS AND COMPARE BUYING READY-MADES WITH MAKING GARMENTS YOURSELF** by completing Assignment Sheet 6 and Job Sheet 1 and by achieving 100 percent accuracy on the Unit Test.
5. Based on the content outline and Handout 2, **OPERATE THE SEWING MACHINE SAFELY** by completing Assignment Sheet 7 and Job Sheet 2.
6. Based on the content outline, **DEMONSTRATE BASIC SEWING TECHNIQUES** by completing Job Sheet 3.
7. Based on the content outline and Transparency Masters 7 and 8, **DETERMINE APPROPRIATE ALTERATIONS, GARMENT REPAIR AND CLOTHING CARE** by completing Assignment Sheets 8 and 9 and by achieving 100 percent accuracy on the Unit Test.

CLOTHING AND TEXTILES

UNIT III

SUGGESTED ACTIVITIES

- A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

- B. Make transparencies.
- C. Provide students with Objective Sheet.
- D. Discuss Unit and Specific Objectives.
- E. Provide students with Information Sheet.
- F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

- G. Provide students with Handouts, Assignment and/or Job Sheets prior to the demonstration of the procedures.

1. For **Assignment Sheet 4**, consider inviting a color analyst to discuss this material and demonstrate on students.
2. To make **Assignment Sheet 8** more meaningful, ask each student to bring a piece of clean clothing from home, or you can bring several items from home. Divide the class into teams to see who can sort clothes properly and describe the correct laundering procedures.

- H. Integrate the following activities throughout the teaching of this unit:

1. Introduce the unit by explaining the terminology provided on the Information Sheet.

(NOTE: Show examples when possible.)

2. Assist students in self-evaluations of their figure types. Have them create booklets containing wardrobes for their lifestyles which enhance their figure types. Students should note why each selection was made and the effects that design elements have.

- I. Give test.
- J. Evaluate test.
- K. Reteach if necessary.

CONTENT OF THIS UNIT

- A. Cross-Reference Table of Instructional Materials
- B. Objective Sheet
- C. Suggested Activities
- D. Information Sheet
- E. Transparency Masters
 - 1. TM 1--It's Time to Put Together a Top Notch Wardrobe!
 - 2. TM 2--Color
 - 3. TM 3--Design Principles
 - 4. TM 4--Selecting Ready-Made Garments
 - 5. TM 5--Will It Fit?
 - 6. TM 6--Selecting Clothing
 - 7. TM 7--What Would You Do?
 - 8. TM 8--Clothing Care
- F. Handouts
 - 1. HO 1--Garment Evaluation
 - 2. HO 2--Sewing Machine License
- G. Assignment Sheets
 - 1. AS 1--Write It Down
 - 2. AS 2--Clothing for Your Lifestyle
 - 3. AS 3--What's Your Style?
 - 4. AS 4--Color Analysis: What "Color" Are You?
 - 5. AS 5--Design and Color
 - 6. AS 6--Evaluate Ready-Made Garments
 - 7. AS 7--Parts of the Sewing Machine
 - 8. AS 8--Let's Sort Laundry
 - 9. AS 9--Clothing and Storage
- H. Answers to Assignment Sheets
- I. Job Sheets
 - 1. JS 1--Cost Comparison: Buy or Make
 - 2. JS 2--Sewing Machine Operator's License
 - 3. JS 3--Overlocking a Straight Seam
- J. Unit Test
- K. Answers to Unit Test

REFERENCES USED IN DEVELOPING THIS UNIT

A. Books

1. Brown, Gail, and Patti Palmer. Sewing with Sergers. Portland, OR: Palmer and Pletsch, Inc. 1985.
2. Liddell, Louise A. Clothes and Your Appearance. S. Holland, IL: Goodheart-Willcox, 1991.
3. Lyle, Dorothy S., and Jeanne Brinkley. Contemporary Clothing. Peoria, IL: Bennett Publishing Co., 1983.

B. Computer software

1. "Know Your Pattern" (Apple software). New Richmond, WI: Orange Juice Software Co., 1989.

HELPFUL RESOURCES

A. Books

1. Lyle, Dorothy S., and Jeanne Brinkley. Contemporary Clothing. Peoria, IL: Bennett Publishing Co., 1983.
2. Westfall, Mary. Successful Sewing. S. Holland, IL: Goodheart-Willcox, 1990.

CLOTHING AND TEXTILES

UNIT III

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

- A. Alter clothing--to adjust clothing to better fit the body by taking in or letting out seams; to change the design of an article of clothing.
- B. Dry clean--the use of solvents, rather than soaps or detergents and water, to remove soil.
- C. Fabric finish--a treatment or substance applied to a fabric surface to give it special properties, such as wrinkle resistance or water repellency.
- D. Fabric grain--lengthwise and crosswise threads in a fabric that form right angles.
- E. Fabric nap--the texture of the fabric surface.
- F. Federal Trade Commission--a federal agency concerned with garment labeling and related textile issues which affect clothing manufacturers and consumers.
- G. Hard water--water with a large percentage of mineral grains per gallon.
- H. Interfacing--fabric inserted between the facing and fashion fabric to add stability and strength.
- I. Lining--a lightweight fabric inserted on the inside of the garment to cover seams and create a finished look.
- J. Natural fabric--fabric created from naturally occurring fibers such as silk, wool, or cotton.
- K. Overlock machine (serger)--a sewing machine which sews, trims, and overcasts fabric in one step.
- L. Patching--matching or contrasting fabric on top of a hole or tear that is anchored securely with heat or matching thread.
- M. Pattern guide-sheet--a set of directions included with every commercial pattern for constructing a garment.
- N. Style--cut or design of the garment.
- O. Synthetic fabrics--fabrics created from manufactured fibers such as nylon, polyester, and acrylic.
- P. Thread shank--a reinforced portion of thread under a button which allows fabric to fit under the button when a garment is closed.

II. Wardrobe planning

(Objective 2; TM 1; AS 1, 2, 3)

A. Wardrobe needs

1. The clothing you wear reflects the lifestyle you lead.
2. Clothing choices are influenced by your climate, personal taste and style, physical characteristics, activities, peers, family, and budget.
3. Base your wardrobe selections on:
 - a. Clothing that is attractive on you, not what everyone else is wearing. Choose clothing that enhances your desirable characteristics and minimizes your less desirable features.
 - b. Your body build
 - c. Your skin tones
 - d. Proper fit
 - e. Ease of care--Read care labels before purchasing a garment. Remember, dry cleaning increases the cost of a garment.
 - f. Quality of construction
 - (1) Stitching that is even and secure
 - (2) Buttons and closures securely attached
 - (3) Reinforcement stitching at stress points, such as underarm and seat area
 - (4) Hangs evenly
 - g. Clothing you already own--Buy clothing that coordinates with existing wardrobe.

B. Wardrobe design and color

(Objective 3; TM 2, 3; AS 4, 5)

1. Design is used to make our daily lives more attractive and comfortable.
2. Design elements are what we work with; design principles are how we put them together.
3. When selecting clothing, consider these design elements:
 - a. Line--may be straight or curved, vertical, diagonal, or horizontal; narrow or wide. Your choice of lines in your wardrobe is influenced by your height, weight, figure type, and taste.
 - b. Texture--the surface quality
 - (1) The more texture a fabric has, the larger the figure will look.
 - (2) Stiff textures can hold the garment away from the body and disguise figure flaws.
 - (3) Smoother textures may give the figure a lighter, brighter image.
 - c. Pattern/shape
 - (1) Larger patterns tend to enlarge the figure.
 - (2) Smaller designs tend to make the figure look smaller.
 - d. Color
 - (1) Color affects the way you look in a garment.
 - (a) Lighter colors increase size.
 - (b) Darker colors decrease size.
 - (2) Colors can create feelings of warmth, cold, dignity, and sadness.
 - (a) Yellow is a warm color.
 - (b) Red gives a feeling of warmth and excitement.

- (c) Blue and green are calm colors.
 - (d) White or pastel colors give a feeling of peace or softness.
- (3) Combine colors to produce desirable appearance based on personal characteristics such as skin tone and body build.
- 4. Good combinations of the above elements are achieved using these principles.
 - a. Proportion--the relationship of one part to another and of all parts to the whole.
 - (1) The length of a skirt, slacks, jacket, vest, or other garment may be varied to affect proportion.
 - (2) Lines, dots, and curves can affect proportion.
 - (3) Color can be used in a variety of ways to affect proportion.
 - b. Harmony--created when all items worn go well together
 - c. Rhythm--the elements of garment which cause the eye to move easily from one end of the garment to another
 - d. Emphasis--the area of greatest interest on the figure by using line, shape/pattern, and color

C. Examining ready-made garments

(Objective 4; TM 4, 5, 6; HO 1; AS 6; JS 1)

1. Fabric should be easy to care for, wrinkle-resistant, unsoiled, and undamaged.
2. Grain lines should be straight. If the grain lines are slanted or curved, the garment will stretch and hang out of shape when cleaned.
3. Fabric design should be printed on grain so the garment looks straight on the figure.
4. Napped fabric should be cut so that nap is going the same direction in all pieces.
5. Construction: Be sure that the stitching is firm.
 - a. Stitching should be straight, look the same on both sides of the fabric, and be of thread which matches the fabric.
 - b. Seams should be flat and smooth, finished so they do not ravel, and pressed so that edges are not visible on the right side of the garment.
 - c. Darts and tucks should be stitched securely and located appropriately to take up fullness in the garment.
 - d. Gathers should be evenly spaced and hang straight.
 - e. Pleats should be of appropriate size, evenly spaced, and sewn on the grain.
 - f. Facings should be flat and finished to prevent raveling.
 - g. Supportive fabrics (interfacing and lining) should be lightweight, help to maintain garment shape, require care similar to the outer fabric, be of a color which does not detract from the garment, lie smoothly, and be fastened securely. Woven interfacing and lining should be cut on the same grain as the outer fabric.
 - h. Collars should lie flat and smooth and stay in position while garment is worn.
 - i. Sleeves should be reinforced at the underarm and have appropriate seam finishes.
 - j. Waistbands should fit snugly, yet be comfortable.
(NOTE: A flat waistband should be reinforced with interfacing to prevent it from stretching out of shape.)
 - k. Closures include buttons, zippers, belts, snaps, and other fasteners. They should be attached securely and work smoothly.
(NOTE: Buttonholes should be straight and evenly spaced.)
 - l. Pockets should be attached securely, be appropriately sized to the garment, and be finished attractively.

- m. Hems should lay flat, be finished at the edge, sewn so that they are invisible on the right side of the garment, even in width, and deep enough to let down if styles should change.
- n. Trims should be securely attached, of quality materials, require care similar to that of the garment, and enhance the look of the garment.
- o. Garments should look and feel as though they were made for your figure.

D. Clothing purchases

1. Clothing can be purchased from several different types of stores
 - a. **Specialty** stores provide clothing for specific age categories or handle only a limited number of items.
 - b. **Department** stores provide a wide variety of clothing for all family members in a variety of price ranges.
 - c. **Discount** stores sell items at prices lower than other types of retailers.
(NOTE: These may be self-service and provide only a limited number of brands and styles.)
 - d. **Used** clothing stores sell previously owned clothing and sometimes clothing acquired from other sources.
 - e. **Factory outlets** handle merchandise from a specific manufacturer.
(NOTE: Items for sale may include discontinued lines, seconds [items with slight flaws], and overstocked items.)
 - f. In **catalogs**, clothing is pictured and described. The customer orders items through the mail or by phone.
2. Prepare a shopping plan before purchasing clothing.
 - a. Prepare a list of your clothing needs.
 - b. If you plan to buy an item to match or coordinate with something already in your wardrobe, take it along to match color and design characteristics.
 - c. Consider your budget. Check advertisements and sale ads to find the best buys on the items you wish to purchase.
 - d. Check the fit of any garment you choose.
 - e. Read the care label to make sure you can properly care for the garment.

E. Clothing selections for figure variations

1. To de-emphasize the tall figure:
 - a. Wear horizontal lines (wide belts, contrasting color yokes, hip-length jackets).
 - b. Wear contrasting colors.
 - c. Select large accessories (jewelry and handbags).
 - d. Wear soft, rounded shoulders, dolman sleeves, and three-quarter length sleeves.
 - e. Select heavy, bulky fabrics and large prints.
 - f. Choose box-pleated, full-gored skirts.
2. To lengthen the short figure:
 - a. Keep lines vertical--princess lines, delicate trim from hem to neck, short jackets.
 - b. Wear fitted sleeves that are full-length or short.
 - c. Wear matching colors.
 - d. Select small accessories (small brimmed hat, lightweight jewelry, small purse, self-belt).
 - e. Choose soft, lightweight fabrics.
 - f. Select medium-full skirts with slightly longer hemlines.

3. To slim a stout figure:
 - a. Wear vertical lines--princess lines, narrow panels, front buttons.
 - b. Select simple styles, set-in sleeves, and one-piece outfits.
 - c. Choose diagonal trims, V-necklines, pointed collars, and narrow belts.
 - d. Select dull-finished fabrics of medium weight in straight hanging styles.
 - e. Choose medium-gored skirts with center stitching or pleats.
 - f. Keep jackets no longer than two inches below hipbone, but not short.
4. To widen the thin figure:
 - a. Wear horizontal, curved, and modified vertical lines.
 - b. Wear two-piece dresses and suits with peplums.
 - c. Select full-bodied, crisp fabrics of bright but subtle colors.
 - d. Wear full skirts with a contrasting cummerbund.
 - e. Keep size of accessories appropriate for height (small accessories if short; larger if tall. Wear belts only if short.).
 - f. Wear soft, rounded shoulders with puffed sleeves or kimono-style sleeves.

III. Use and care of the sewing machine

(Objective 5; HO 2; AS 7; JS 2)

A. Machine operation

1. To operate the machine properly, you must know its parts and their functions.
(NOTE: Electronic machines have quite different controls for stitches, machine operation, and for designer stitches.)
 - a. Head--the complete machine excluding the cabinet or base where it rests
 - b. Bed--the base of the machine which supports the head and houses the bobbin
 - c. Slide/cover plate--metal plate which covers the bobbin on the machine bed; moves easily for removing and replacing the bobbins
 - d. Throat plate--small plate covering the feed dogs; may be marked with lines to help determine specific seam widths
 - e. Feed dog--small, toothed grid which sits under the needle and projects through the throat plate; moves the fabric
 - f. Presser foot--metal piece which, when lowered, holds the fabric under the needle
 - g. Presser foot lever--lever at the back of the machine used to raise and lower the presser foot
 - h. Needle clamp--clamp with screw which must be tightened or loosened to remove and replace the machine needle
 - i. Needle--needle with an eye near the point and shank end. The shank end inserts into the needle clamp.
 - j. Bobbin--metal or plastic spool which holds lower machine thread
 - k. Spool pin--plastic or metal rod which holds spool of thread in place
 - l. Thread guides--metal projections placed on the machine head to guide thread as the machine stitches
 - m. Tension discs--metal plates controlling the tightness of the thread passing through them
 - n. Tension dial--numbered dial which indicates the tightness or looseness of the tension discs
 - o. Tension indicator--labeled with a plus and a minus; may be in a separate area of the machine or on the tension dial

- p. Take-up lever--metal piece which projects from a rod that moves up and down, pulling the correct amount of thread from the spool for stitching
 - q. Bobbin case--holds the bobbin. The case applies pressure to the lower thread so that it is fed evenly onto the underside of the fabric. On some machines, the bobbin case is built-in.
 - r. Bobbin winder--a post located on the side or back of the machine which holds the bobbin while thread is being wound around it
 - s. Hand wheel--a wheel located on the side, back, or top of the machine which controls the movements of the needle
 - t. Flywheel/clutch release--located on the hand wheel which, when loosened, disengages the gears so that the needle does not move while the bobbin is being wound
 - u. Knee/foot control--a lever or pedal used to start and stop the machine and control its speed
 - v. Face cover plate--a cover located on the front of the machine for oiling or servicing
 - w. Stitch controls--dials, push-buttons, or levers which control stitch length, stitch width, and forward or backward motion
2. Study the threading chart for your particular machine.
 3. Check machine tension.
 - a. Sew a double layer of scrap fabric and check the stitches. Stitches should interlock evenly between the two fabric layers.
 - b. If the bottom or top of threads lie flat on the cloth, the tension needs to be adjusted. Usually, the top tension is too tight or too loose.
 - c. Adjust the top tension slightly to tighten or loosen it. Check stitching again. Adjust until the stitches interlock between the two fabric pieces.

B. Safety techniques

1. Practice on the machine until you can control speed and direction.
2. Keep your eyes on the fabric at the point where it goes under the needle. Use your hands to guide it straight.
(NOTE: Use the marking on the throat plate or seam guide to help you keep the fabric moving straight.)
3. Practice guiding fabric straight, around curves, at points, and in reverse.
4. Before removing fabric from under the presser foot, check that the needle is all the way up. If not, use the handwheel to move it slightly.
5. At all times, keep your hands and fingers away from the needle.
6. When you are removing fabric from the machine or adjusting the position of fabric under the needle, remove your foot from the power pedal.

C. Basic sewing techniques

(Objective 6; JS 3)

(NOTE: Follow directions in machine manual to set controls for the following stitches. Practice these stitches on two layers of scrap fabric.)

1. Straight stitch--most frequently used when making garments. The top and bottom thread interlock between fabric layers, and the length is usually 10 to 12 stitches per inch.
2. Zigzag stitch--used to finish seam edges, put in hems, make buttonholes, and other applications

3. Basting stitch--a long stitch which is easily removed; used for temporary seams; may also be used when gathering fabric
4. Reinforcement stitch--a short stitch (15-20 stitches per inch) used to reinforce points and stress areas such as underarm and crotch seams
5. Backstitch--a button or lever which reverses the direction of the gears so fabric is fed through backwards; used to reinforce and lock the ends of seams
6. Overlocking--to sew, trim, and overcast fabric in one step.

IV. Alteration and repair of clothing

(Objective 7; TM 7)

- A. Before having garments altered or repaired, determine whether they are worth the effort and/or cost.
- B. Alterations may be more time-consuming than repair of clothing.
 1. Alterations often require a considerable amount of skill.
 2. A common and usually easy alteration is a change in hem length.
 3. More complex alterations are needed to make changes in seam width or to remove or enlarge darts.
- C. Sometimes a garment can be repaired to extend its life.
 1. Neglecting needed repairs can shorten a garment's life.
 2. Repairs made with the sewing machine are more durable than those made by hand. However, some repairs can only be done by hand.
 3. Types of repairs can include:
 - a. Reattaching buttons or fasteners
 - b. Reinforcing buttonholes by hand stitching around them with matching thread
 - c. Repairing garment seams
 - d. Darning or patching garments
 - e. Adjusting hems
- D. Evaluate professional services needed.

V. Care for clothing

(Objective 7; TM 8; AS 8, 9)

- A. The Federal Trade Commission enforces textile acts to protect the consumer.
- B. The Textile Fiber Products Identification Act requires the following information on labels.
 1. Fibers must be identified. Natural fibers are identified by their common names, and man-made fibers are identified by generic names.
 2. Percentage of fiber content is listed if the fiber makes up five percent or more of the product's weight. The fiber content of linings or padding must be listed separately.

3. Manufacturer or marketer of the product must be identified as registered with the Federal Trade Commission.
4. Imported textile products must list the name of the country where the product was processed or manufactured.

C. Permanent care labeling

1. Federal Trade Commission regulations require permanently attached labels to tell how to clean the garment.
2. Regulations also require that labels be available with the purchase of yard goods. Home sewers can attach these labels to garments they make.

D. Laundry/dry cleaning of clothing

1. Sort laundry.
 - a. Use the care labels as a guide.
 - b. Separate clothes according to color and method of cleaning.
 - (1) Separate those that will be washed by hand, machine washed, and dry cleaned.
 - (2) Separate dark colors from light colors and heavily soiled fabrics from lightly soiled fabrics.
 - c. Pretreat heavily soiled areas.
 - d. Separate fabrics that tend to lose color each time they are washed from those that might pick up color.
(NOTE: Blue denim and plaids fade easily. Nylon picks up colors easily.)
 - e. Mix different-sized items together. For example, wash a large sheet with smaller items. Uneven-sized items circulate more thoroughly during the wash cycle.
 - f. Clean lint out of pockets and leave them wrong side out for washing.
 - g. Remove belts from garments. Close zippers and hooks.
2. Some clothing requires dry-cleaning.
 - a. Some garments would be damaged by soaps, detergents, and water.
 - b. Dry-clean clothing regularly to prevent soil buildup.
 - c. Dry-cleaning uses solvents to remove grease and soil; it is not a dry process.
 - d. Wool and some other fabrics shrink less and retain their colors better if dry-cleaned. Cottons may lose their color in the dry-cleaning solution.
 - e. To evaluate the service you are getting from a professional dry-cleaner, look for:
 - (1) Clothes that are clean and odor-free
 - (2) Fasteners that are unharmed
 - (3) Pressing marks that are not visible
 - (4) Spots/stains removed effectively
 - (5) Items which were removed in cleaning are replaced
 - (6) Sharply pressed and bright
 - (7) Customer notification of any problems in cleaning the garment before it is cleaned

E. Laundry supplies

1. Soaps/detergents
 - a. Soaps work well in soft water.
 - b. In hard water, soap develops a curd or scum which deposits on clothing; making them look dull and dingy.

- c. Detergents work well in hard water.
- d. Detergents have high cleaning power.
- e. Detergents may have high or low sudsing power. Suds are not necessary to the cleaning process, but many people feel that if suds are not present, clothes will not be clean. Too many suds can reduce cleaning power and clog the machine.
- 2. Other laundry aids available include bleaches, softeners, brighteners, and starches.
 - a. Bleaches
 - (1) Whiten fabrics;
 - (2) Destroy bacteria;
 - (3) Are available in liquid or dry form;
 - (4) Are not appropriate for all fabrics;
 - (5) May be oxygen or chlorine based. Oxygen bleaches are milder on clothes than chlorine bleaches.
 - b. Softeners
 - (1) Reduce fabric stiffness;
 - (2) Reduce static electricity buildup;
 - (3) May cause some fabrics to gray or spot.
 - c. Brighteners increase color sharpness.
 - d. Starches
 - (1) Add body to fabric;
 - (2) Come in several forms, including liquid, spray, or dry (which must be mixed with water);
 - (3) Keep soil from penetrating fabric;
 - (4) Help reduce wrinkles;
 - (5) May attract insects.

F. Laundry equipment

- 1. A washing machine can be either manual or automatic.
- 2. The size of your wash load influences how clean your laundry will be.
 - a. Follow machine directions for proper load size.
 - b. Do not pack clothes into the machine. They must be able to circulate.
 - c. Use only the amount of water necessary to clean your load's size. Most automatic machines have a water-level regulator to coordinate the load size and water level.
 - d. Choose the appropriate water temperature for the wash. Check care labels.
 - e. Use the correct amount of soap/detergent for the wash load.
- 3. You can control the length of the wash cycle.
(NOTE: Wash heavily soiled clothing longer.)
- 4. Dry the clothing. Use dryer settings appropriate to the type of fabric being dried. Do not use high temperatures on delicate fabrics.
 - a. An automatic dryer makes drying easy.
 - b. Shake out each item before adding to the dryer to reduce wrinkling.
 - c. Line drying gives the clothing a nice smell and uses less energy.
 - d. Some fabrics, such as wool knits, should not be dried in an automatic dryer.

G. Hand washing

- 1. Certain types of clothing should be washed by hand, such as lingerie, wool sweaters, silk blouses, and hosiery.
- 2. Check care labels for product and method to use when hand washing.

H. Storage of clothing

1. As you accumulate a wardrobe, you must be concerned with taking care of your clothes. Proper care and adequate storage make clothes last longer.
2. Plan your storage.
 - a. Place items used together near one another.
 - b. Keep like items together. (Put all sweaters in one place.)
 - c. Keep items used most within easy reach.
 - d. Keep items closest to where they will be used. (Store makeup near a lighted mirror.)
 - e. Organize your storage so you can easily see what you have. With clear storage containers, you can find things quickly.
 - f. Do not waste any space.
3. When garments are not in use, store them in garment bags or plastic cleaner bags to prevent moth damage; place in a less used area of the closet.
4. Clothing and storage area must be clean and dry to prevent damage from mildew and insects.
5. If clothing has been hung away for some time, air it out before wearing it.

VI. Clothing for special needs

A. Clothing for individuals with physical handicaps require some adaption.

B. Features to plan for include:

1. Altering garments so they can be taken on and off easily
2. Designs which permit freedom of body movement
3. Extra protection, such as padding or absorbent undergarments
4. Easy-care fabrics
5. Reinforced construction so garments do not rip out easily under the stress and strains of use

IT'S TIME TO PUT TOGETHER A TOP NOTCH WARDROBE!



Consider:

- Clothing you already own
- Your body build
- Your coloring - skin and hair
- Proper fit
- Quality of construction

COLOR



Color is cool. . . .

- **Lighter colors increase size.**
- **Darker colors decrease size.**
- **Colors create feelings such as warmth, cold, dignity, sadness, excitement, calm, and peace.**

DESIGN PRINCIPLES

- Harmony
- Rhythm
- Emphasis
- Proportion



"I'm terrible at making decisions. Which tie should I wear?"

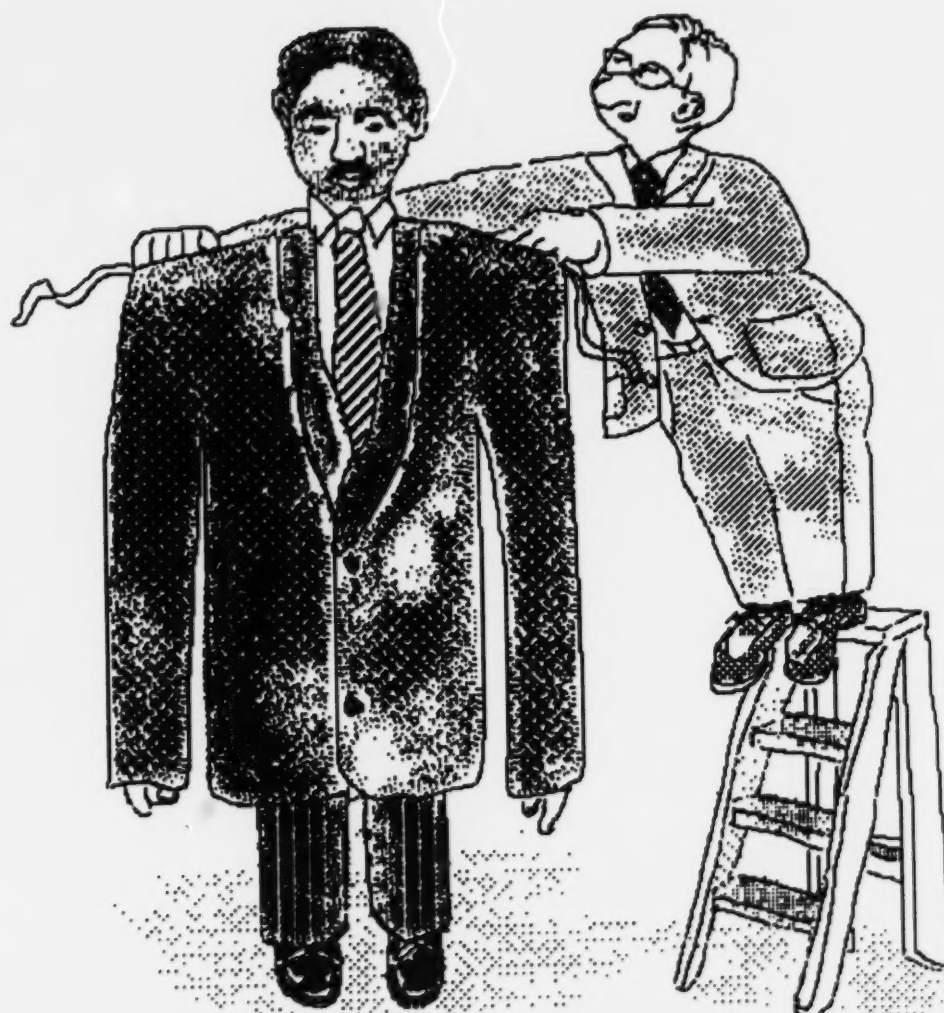
SELECTING READY-MADE GARMENTS



Carefully examine ready-made garments:

- **Fabric**
 - Ease of care
 - Wrinkle resistant
 - Unsoiled/undamaged
- **Grain lines**
 - Straight
- **Fit**
- **Construction**
 - Seams
 - Darts and tucks
 - Gathers
 - Pleats
 - Facings
 - Collar
 - Sleeves
 - Buttons and closures
 - Hems
 - Trims

WILL IT FIT?



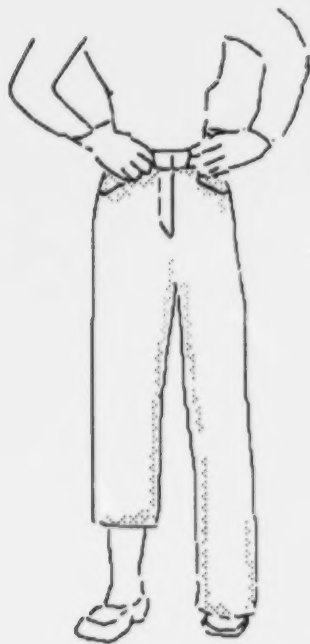
"As long as the shoulders fit, I can always fix the waist."

SELECTING CLOTHING

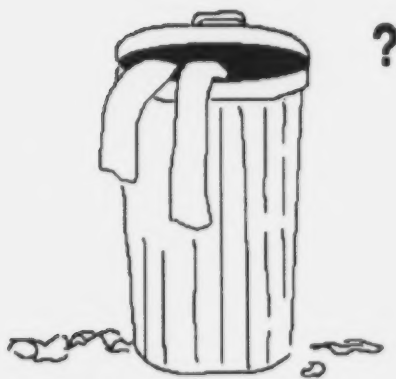


**"I find that vertical stripes
will definitely make you look taller and slimmer."**

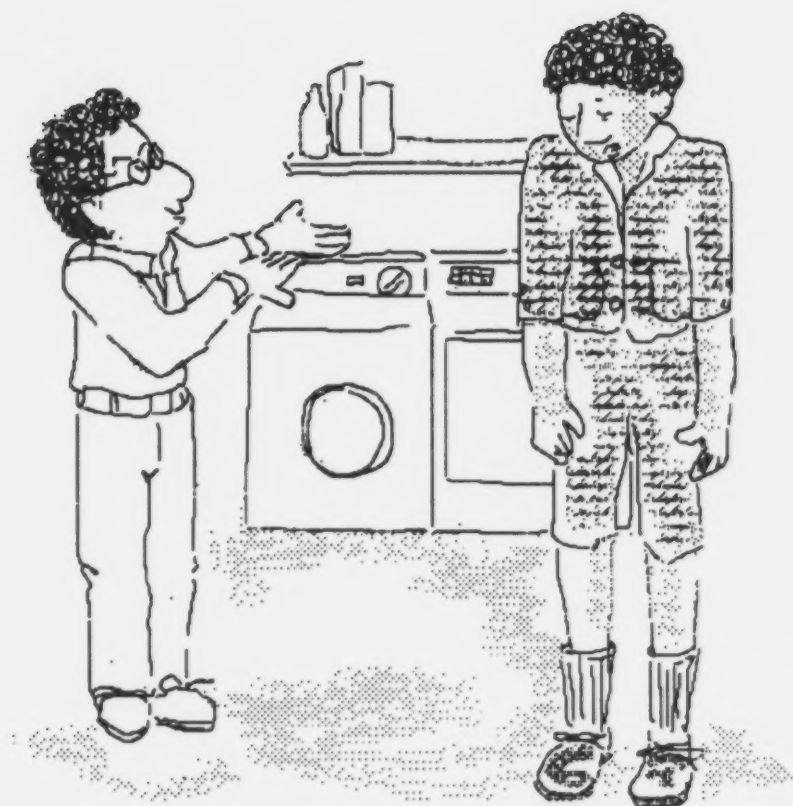
WHAT WOULD YOU DO?



Alter them or:



CLOTHING CARE



"I told you to wash it in cold water!"

CLOTHING AND TEXTILES

UNIT III

HANDOUT 1--GARMENT EVALUATION

	Excellent	Good	Fair	Poor	Comments
Fit					
Appearance					
Appropriate trim					
Pressing					
Fabric matching					
Construction					
Darts					
Seams					
Seam finish					
Facings					
Collar					
Sleeves					
Lining					
Hems					
Interfacing					
Fasteners					
Zipper					
Buttons					
Buttonholes					
Hook and eye					
Snaps					

General comments:

CLOTHING AND TEXTILES
UNIT III
HANDOUT 2--SEWING MACHINE LICENSE

This certifies that

*has passed all tests, correctly
demonstrated all techniques, and is
therefore licensed to operate the school
sewing machine.*

Instructor _____

Date _____

This assignment sheet is for the student's own use and should not be collected or graded.

CLOTHING AND TEXTILES

UNIT III

ASSIGNMENT SHEET 1--WRITE IT DOWN

Directions: Complete the following statements.

My clothes always look _____

My friends always tell me my clothes are _____

My parent tells me I look _____

If I could purchase one piece of clothing right now, it would be _____

111

This assignment sheet is for the student's own use and should not be collected or graded.

CLOTHING AND TEXTILES

UNIT III

ASSIGNMENT SHEET 2--CLOTHING FOR YOUR LIFESTYLE

Directions:

1. List three activities requiring specific clothing (e.g., school, basketball, etc.). Under each activity list the clothing you have and the clothing you feel you still need to participate in that activity.

#1: _____

#2: _____

#3: _____

Currently have:

a.

a.

a.

b.

b.

b.

c.

c.

c.

Feel you need:

a.

a.

a.

b.

b.

b.

c.

c.

c.

2. Do you have clothing that you have not worn in a long time? ☐ Yes ☐ No
If the answer is yes, why?

☐ too small

☐ too big

☐ out of style

☐ just do not like it

3. List two garments you have in your wardrobe that you feel are especially appropriate for the climate where you live.
- a.
- b.
4. Identify one piece of clothing you bought recently that was influenced by your family.
5. Identify one piece of clothing you bought recently that was influenced by your friends.

6. Using catalogs, magazines and newspapers, find pictures of clothing you would like to add to your wardrobe. Beside each picture, describe the clothing and why you like it.

This assignment sheet is for the student's own use and should not be collected or graded.

CLOTHING AND TEXTILES

UNIT III

ASSIGNMENT SHEET 3--WHAT'S YOUR STYLE?

Directions:

1. What type of clothing do you wear? Why do you choose to wear what you do? To help answer these questions, describe what you are wearing right now.

2. Below is a list of factors that influence clothing decisions. Put a check mark in front of each one that explains why you are wearing the clothes you have on today.

☐ weather	☐ personal taste	☐ cost
☐ latest fad	☐ religious belief	☐ habit
☐ school dress code	☐ peer pressure	☐ self concept
☐ family influence	☐ body type	☐ occasion

3. Think about the factors you checked and your reasons for checking each one.

CLOTHING AND TEXTILES

UNIT III

ASSIGNMENT SHEET 4--COLOR ANALYSIS: WHAT "COLOR" ARE YOU?

Directions: Appearance can be enhanced by choosing clothing and accessories in colors that are most becoming for your skin and hair color. This exercise will help you choose colors that look best on you.

Cover your clothing from the waist up with a large white towel or sheet. Drape pieces of fabric in the colors listed below around your shoulder and below your chin. Note the effect each color has on your skin tones, and check the appropriate column below. After completing all colors, combine fabric swatches to see how color combinations look.

	Excellent	Good	Fair
black			
white			
red-orange			
orange			
yellow-orange			
yellow			
yellow-green			
brown			
green			
blue-green			
blue			
blue-violet			
violet			
red-violet			
red			

1. What color or family of colors look best on you?
2. Are there other qualities of color that influence how certain colors look on you?
3. In addition to your personal coloring, what else do you need to consider when selecting colors for your wardrobe?

CLOTHING AND TEXTILES

UNIT III

ASSIGNMENT SHEET 5--DESIGN AND COLOR

Directions: After looking at clothing selection and figure type pictures, suggest how each figure can be improved with effective wardrobe design.

Use of wardrobe design

Recommendation

1. Overweight figure with curved line
2. Small figure with bulky textured jacket
3. Business suit in large plaid, attache case in hand
4. On a thick-waisted person, using radial balance (lines which radiate outward from a center)
5. Figure with incorrect garment length, large pattern on top, and striped pattern on bottom
6. Figure with tucks or pleats in an area of garment which does not lead eyes smoothly over the figure

CLOTHING AND TEXTILES

UNIT III

ASSIGNMENT SHEET 6--EVALUATE READY-MADE GARMENTS

Directions: Evaluate a ready-made garment. Score the garment using the following criteria. Place a check in the appropriate column.

PERFORMANCE LEVEL			CRITERIA
Low quality	Adequate quality	High quality	<u>Fabric</u>
_____	_____	_____	a. Easy to care for
_____	_____	_____	b. Wrinkle resistant
_____	_____	_____	c. Undamaged
_____	_____	_____	d. On grain
_____	_____	_____	e. Pattern on grain
_____	_____	_____	f. Nap goes in one direction
_____	_____	_____	g. Other
			<u>Construction</u>
_____	_____	_____	a. Stitching firm and straight
_____	_____	_____	b. Thread matches garment
_____	_____	_____	c. Seams flat and smooth
_____	_____	_____	d. Seam allowance edge not seen from outside of garment
_____	_____	_____	e. Darts/tucks stitched securely

CLOTHING AND TEXTILES

UNIT III

ASSIGNMENT SHEET 7--PARTS OF THE SEWING MACHINE

Directions: Identify parts of the sewing machine by placing the correct name in the appropriate blanks.

1. ----- Holds the bobbin
2. ----- Metal projection on machine head to feed correct amount
of thread as machine stitches
3. ----- Pulls thread off spool
4. ----- Covers and protects feed dog
5. ----- Must be tightened or loosened to remove or replace
needle
6. ----- Holds fabric under the needle
7. ----- Used to move the needle down into the fabric
8. ----- Moves the fabric
9. ----- Lifts and lowers the presser foot
10. ----- Winds thread onto the bobbin
11. ----- Controls the length of stitch
12. ----- Holds spool of thread in place
13. ----- Regulates tightness of thread
14. ----- Covers and protects the bobbin and bobbin case
15. ----- Lower thread is wound on this

CLOTHING AND TEXTILES

UNIT III

ASSIGNMENT SHEET 8--LET'S SORT LAUNDRY!

Directions: It's Bob's turn to do the family laundry. When he emptied the dirty clothes basket, this is what he found:

- | | |
|------------------------------------|-------------------------|
| * grass-stained blue jeans | * new red shirt |
| * white dish towels | * bath mat |
| * wool scarf | * panty hose |
| * blood-stained white handkerchief | * nylon slip |
| * light blue nightgown | * rubber-soled slippers |
| * black socks | * yellow shirt |
| * white sheets and pillowcases | * white T-shirts |
| * mint green bath towels | * baby sweater |
| * blue-and-green plaid blouse | * white socks |
| * tan work pants with oil stain | * gray sweatshirt |
| * multi-color beach towels | |

1. Help Bob with the laundry. Sort the clothes into piles and list these items in the columns.
2. After each list, write washing instructions. Tell Bob whether to machine-wash or hand-wash the items, as well as what water temperature and kind of soap to use. Also, tell him which items will need pretreating.

LOAD #	LAUNDRY ITEMS	WASHING INSTRUCTIONS
--------	---------------	----------------------

1.		
----	--	--

2.		
----	--	--

3.		
----	--	--

4.		
----	--	--

5.		
----	--	--

6.		
----	--	--

7.		
----	--	--

8.		
----	--	--

CLOTHING AND TEXTILES

UNIT III

ASSIGNMENT SHEET 9--CLOTHING AND STORAGE

Directions: Below are several situations regarding clothing storage. Indicate the correct procedure for each situation and why that procedure is recommended. Be prepared to discuss your answers in class. Bring ideas or pictures of good clothes closet arrangements.

1. You must store a large number of blouses in a small area.
2. You have been storing dark sweaters with your white underwear.
3. Each morning you have to reach to the back of the closet for the shoes you plan to wear.
4. Garments you wear during cold weather are mixed in with those you wear during hot weather.
5. You plan to wear a garment which has not been worn for some time and smells of mothballs.
6. Your heavy sweaters are hanging on lightweight metal hangers.
7. After using your sweat suit, you put it away and do not plan to use it again for some time.

CLOTHING AND TEXTILES

UNIT III

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEETS 1-3

These assignments are not to be collected or graded. They may be used for class discussion.

ASSIGNMENT SHEETS 4-6

Answers will vary. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

ASSIGNMENT SHEET 7

- | | |
|------------------|-----------------------|
| 1. bobbin case | 9. presser foot lever |
| 2. thread guide | 10. bobbin winder |
| 3. take-up lever | 11. stitch control |
| 4. throat plate | 12. spool pin |
| 5. needle clamp | 13. tension discs |
| 6. presser foot | 14. slide/cover plate |
| 7. hand wheel | 15. bobbin |
| 8. feed dog | |

ASSIGNMENT SHEETS 8-9

Answers will vary. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

CLOTHING AND TEXTILES

UNIT III

JOB SHEET 1--COST COMPARISON: BUY OR MAKE

Directions: Complete the following to help make a decision about purchasing a new shirt on a limited budget.

1. Describe the garment you would like to add to your wardrobe.
2. List one or more stores in your community which may have a garment close to the one you want.
3. List one or more fabric stores which would provide you with the necessary supplies to construct the shirt/blouse.
4. Conduct a cost comparison of ready-made and self-constructed shirts.

COST OF READY-MADE

\$ _____

COST OF SELF-CONSTRUCTED

Pattern \$ _____

Fabric \$ _____

Notions \$ _____

Total \$ _____

5. Based on overall quality, ease of care, price, and fit, which garment would be the better buy? Explain.

CLOTHING AND TEXTILES

UNIT III

JOB SHEET 2--SEWING MACHINE OPERATOR'S LICENSE

Materials and equipment:

Sewing machine

Thread

Scrap fabric

Scissors

Handout 2--Sewing Machine License

(NOTE TO INSTRUCTOR: Demonstrate each step with small groups of students. Observe each student's use of safety techniques when working on machine. After successful completion of this Job Sheet, award the student with a personalized Handout 2--Sewing Machine License.)

Procedure:

1. Change machine needle.
2. Thread machine.
3. Fill and insert bobbin.
4. Sew a straight seam.
5. Control speed of machine.
6. Backstitch at beginning and end of seam.
7. Zigzag on the machine.
8. Put machine and supplies away properly.

CLOTHING AND TEXTILES

UNIT III

JOB SHEET 3--OVERLOCKING A STRAIGHT SEAM

Materials and equipment:

Overlock machine
Thread color which coordinates with fabric
Fabric of garment or test fabric
Scissors
Pins
Disappearing ink marking pen

Procedures:

1. Pin two pieces of fabric together.

(NOTE: Because the overlock machine has even tension, pins holding two pieces of fabric together are often less needed. **Caution:** Pin an inch from the raw edge or remove pins before fabric goes under the presser foot to avoid damage to the machine.)

2. Mark the seam allowance on your fabric using ink which disappears in 24 hours.
3. Chain a length of thread which is held lightly but firmly at the back of the presser foot until fabric moves under the needle.
4. Insert the fabric under the presser foot.

(NOTE: You need not raise the foot as the dogs grab the fabric and move it under the foot for you unless the fabric is slippery. If so, you may need to raise the presser foot, insert the fabric under it, and then lower the presser foot.)

5. Guide the fabric with your hands to control the depth of the seam cut off by the machine.

(NOTE: Slowly and gradually increase the stitching speed using foot pedal pressure.)

6. At seam's end, continue sewing until you have about a 5" thread chain.
7. Cut the chain, leaving about a 2" length on the fabric and a 3" chain on the machine.

(NOTE: The chain can be brought to the front of the machine while it is running. Hold the chain over the knife blades and use them to cut through the thread. **Caution:** Be sure your fingers do not touch knife blades.)

8. To finish end, tie a knot at the end of the seam and use a seam sealant to keep threads from fraying.

(NOTE: Be sure the knot is tied close to the fabric's edge.)

or

Thread the chain through a large-eyed needle and run it back up the seam to bury it and prevent threads from raveling out.

Evaluation: Use the following check form to determine whether you followed each step.

Yes	No	Criteria
_____	_____	1. Placed two fabric pieces together
_____	_____	2. Marked correct seam allowance
_____	_____	3. Secured beginning chain to fabric appropriately
_____	_____	4. Guided fabric correctly and accurately through machine
_____	_____	5. Finished off seam end using appropriate method
_____	_____	6. Followed all safety precautions indicated on Job Sheet

CLOTHING AND TEXTILES

UNIT III TEST

Part I--Matching: Match the term with the descriptive phrase by writing the letter in the space provided.

- | | |
|------------------|----------------------|
| a. Alter | g. Interfacing |
| b. Applique | h. Nap |
| c. Dry cleaning | i. Natural fabric |
| d. Fabric finish | j. Overlock (serger) |
| e. Grain | k. Synthetic fabric |
| f. Guidesheet | |

- ___ 1. Fabric inserted between facing and outer fabric to prevent sagging
- ___ 2. To adjust clothing for better fit
- ___ 3. Created from wool, cotton, or silk
- ___ 4. A set of directions for constructing a garment
- ___ 5. A machine which stitches, trims, and overcasts fabric in one step
- ___ 6. Lengthwise and crosswise threads in a fabric that form right angles
- ___ 7. Textured surface of fabric
- ___ 8. Removing soil with solvents rather than water and detergent
- ___ 9. Substance applied to fabric surface

Part II--True or False: Write "T" before the statement that is true and "F" before the statement that is false.

- ___ 10. Dry cleaning increases the cost of a garment.
- ___ 11. The most important consideration in buying new clothing is whether the garment is really an up-to-date style.
- ___ 12. Textured fabrics make a body figure look larger.
- ___ 13. Napped fabric pieces should be lined up so the nap goes in the same direction when sewing a garment.
- ___ 14. The most common alteration is changing a hem length.
- ___ 15. Federal regulations require that labels describing how to clean garments be permanently attached to the garment.

- ___ 16. Liquid solvents are used in dry cleaning.
- ___ 17. Detergents which have low sudsing power do not clean as well as those which produce a lot of suds.
- ___ 18. Chlorine bleaches are milder than oxygen bleach.
- ___ 19. Starches keep soil from penetrating fabrics.

Part III--Multiple Choice: For each multiple choice question, choose the best answer and write its letter in the space provided.

- ___ 20. Which design principle is most related to the way a whole outfit goes together?
 - a. Harmony
 - b. Emphasis
 - c. Proportion
 - d. Rhythm
- ___ 21. What is suggested to de-emphasize a tall figure?
 - a. Wear vertical lines.
 - b. Wear horizontal lines.
 - c. Select small accessories.
 - d. Wear matching colors.
- ___ 22. Which federal agency enforces textile acts to protect the consumer?
 - a. United States Department of Agriculture
 - b. Federal Trade Commission
 - c. Federal Communications Commission
 - d. Division of Natural Resources
- ___ 23. Why are fabric softeners used in laundry?
 - a. Whiten fabrics
 - b. Destroy bacteria
 - c. Reduce fabric stiffness
 - d. Keep soil from penetrating fabric
- ___ 24. Which is a lightweight fabric inserted on the inside of the garment to cover seams and create a finished look to a garment?
 - a. Interfacing
 - b. Covering
 - c. Lining
 - d. Inner layer

Part III--Short Answer: Write brief responses to these statements or questions.

25. What are three points to consider in wardrobe planning?

- a.
- b.
- c.

26. What influences the choice of line as a design element in a garment?

- a.
- b.
- c.
- d.

27. What are two things to look for in easy-care garments?

- a.
- b.

28. On a fabric care label, what three things would you expect to find?

- a.
- b.
- c.

29. Name two things to check on ready-made garments for an indication of quality.

- a.
- b.

CLOTHING AND TEXTILES

ANSWERS TO UNIT III TEST

Part I:

- | | |
|------|------|
| 1. g | 6. e |
| 2. a | 7. h |
| 3. i | 8. c |
| 4. f | 9. d |
| 5. j | |

Part II:

- | | |
|-------|-------|
| 10. T | 15. T |
| 11. F | 16. T |
| 12. T | 17. F |
| 13. T | 18. F |
| 14. T | 19. T |

Part III:

- 20. a
- 21. b
- 22. b
- 23. c
- 24. c

Part IV:

25. Three of the following or similar responses:

- Body build
- Skin tones
- Fit
- Care
- Quality of construction
- Clothing already owned

26. Height
Figure type
Weight
Personal taste

27. Two of the following or similar responses:
Wrinkle resistant
Washable
Simple trims, buttons, etc.
28. Three of the following or similar responses:
Fiber identification
Percentage of fiber content
Name of country where produced
Name of manufacturer
29. Two of the following or similar responses:
Firm stitching
Grain lines straight
Flat, smooth, finished seams
Darts and tucks securely stitched
Flat facings
Trim securely attached

Home Economics I

Housing and Home Management Unit IV

Cross-Reference Table of Instructional Materials

Competency*	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
-	1					1, 5	
B1, 2, 3	2	1, 2, 3, 4, 5, 6		1, 2	1	15, 30-31	
D1, 2	3	7, 8, 9, 10	1	3, 4	2, 3	2-3, 7, 12, 19, 21	
F1, 3	4		2	5, 6, 7	4	4, 18, 20, 25-27	
G, H, J	5	11, 12, 13, 14, 15	3, 4		5, 6	6, 8-10, 13-14, 17, 22-24	
I	6	16	5		7	11, 16, 28-29, 32-33	

* From Home Economics I Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

HOUSING AND HOME MANAGEMENT

UNIT IV

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to evaluate housing alternatives, styles, and locations; plan and evaluate personal and shared living space; apply decorating and home furnishing principles; analyze factors affecting energy use and conservation; select appropriate procedures for cleaning and maintaining household equipment; and identify and apply safety and health precautions in a home. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and Job Sheets and by achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, **MATCH TERMS AND DEFINITIONS RELATED TO THE SELECTION, FURNISHINGS, CARE, AND MAINTENANCE OF A HOME** by achieving 100 percent accuracy on the Unit Test.
2. Based on the content outline and Transparency Masters 1, 2, 3, 4, 5, and 6, **EVALUATE AND PLAN FOR PERSONAL LIVING SPACE AND FOR CREATING SATISFACTORY SHARED SPACE** by completing Assignment Sheets 1 and 2 and Job Sheet 1 and by achieving 100 percent accuracy on the Unit Test.
3. Based on the content outline, Transparency Masters 7, 8, 9 and 10, and Handout 1, **PLAN A DECORATING AND FURNISHINGS SCHEME USING THE ELEMENTS AND PRINCIPLES OF DESIGN AND COMPLYING WITH PERSONAL NEEDS AND RESOURCES** by completing Assignment Sheets 3 and 4 and Job Sheets 2 and 3 and by achieving 100 percent accuracy on the Unit Test.
4. Based on the content outline and Handout 2, **ANALYZE FACTORS AFFECTING THE USE AND CONSERVATION OF ENERGY** by completing Assignment Sheets 5, 6, and 7 and Job Sheet 4 and by achieving 100 percent accuracy on the Unit Test.
5. Based on the content outline, Transparency Masters 11, 12, 13, 14, and 15, and Handouts 3 and 4, **SELECT APPROPRIATE PRODUCTS, PROCEDURES AND EQUIPMENT TO PERFORM A VARIETY OF MAINTENANCE, CLEANING AND CARE TASKS** by completing Job Sheets 5 and 6 and by achieving 100 percent accuracy on the Unit Test.
6. Based on the content outline, Transparency Master 16, and Handout 5, **IDENTIFY HOME SAFETY AND HEALTH HAZARDS AND APPROPRIATE PRECAUTIONS** by completing Job Sheet 7 and by achieving 100 percent accuracy on the Unit Test.

HOUSING AND HOME MANAGEMENT

UNIT IV

SUGGESTED ACTIVITIES

- A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

- B. Make transparencies.
- C. Provide students with Objective Sheet.
- D. Discuss Unit and Specific Objectives.
- E. Provide students with Information Sheet.
- F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

- G. Provide students with Handouts, Assignment and/or Job Sheets prior to the demonstration of the procedures.
- H. Integrate the following activities as appropriate in the teaching of this unit:

1. Identifying taste and lifestyle

- a. Living space
- (1) Use **Transparency Masters 1-3** to stimulate discussion on where people live and why.
 - (2) Use other transparencies as appropriate throughout the unit to begin a new topic or focus on an issue.
 - (3) Ask a local realtor to take your class on a tour of your community to show different types of neighborhoods.
 - (4) Have students draw a floor plan of their room as it now exists. Then have them draw a new plan to show how they could share their room.
 - (5) Discuss and make a list of qualities the students would like in a roommate.
 - (6) Role-play a situation showing conflict between two sisters sharing a bedroom and one closet. Discuss a plan for more satisfactorily sharing the room.
- b. Decor: Show a color wheel such as the one in Lewis' Housing Decisions, Chapter 7. Discuss various color schemes. Have students find pictures illustrating a variety of color schemes.
- (1) Discuss the feelings the color schemes arouse (happy, calm, excited, disturbed, etc.).
 - (2) Discuss the variety of room pictures the students have gathered. Which are appealing and why? Point out how individual tastes differ.
- c. Furniture

- (1) Identify ways to create privacy. Have students assist in making a bulletin board on the importance of privacy.
- (2) Assemble graph paper templates and supplies and have students work in groups of two or three to create private space for individuals sharing a room.
- (3) Use **Transparency Masters 9, 10, and 11** to discuss quality in furniture.

2. Energy

- a. Secure publications from your local utility company, cooperative extension office, and others to gather current facts about energy conservation and use.
- b. Have a local builder speak to the class about energy-efficient construction techniques. Visit a construction site to see the techniques used (or view some slides).
- c. Demonstrate how much water is wasted when there is a drippy faucet. Place a measuring cup under the drip and collect water for 20 minutes. Calculate the amount of water wasted in one hour, one day, one month, and one year. Demonstrate repairing a drippy faucet.
- d. Invite an architect, nurseryman, or landscape architect to speak on how different kinds of vegetation and their placement affect home heating and cooling.

3. Cleaning

- a. Use the chalk board or butcher paper and felt tip pens to devise an efficiency plan for cleaning. Have students list cleaning tasks. Discuss how the task method of cleaning can enable a working person to accomplish over time what a full-time homemaker may do in one solid day of cleaning.
- b. Have a panel of homemakers (both those employed outside and inside the home, with and without children) share with the class their routines for cleaning and maintaining their homes.
- c. Compare the cost and the effectiveness of commercial and home-prepared cleaning agents. As an example, one recipe for glass cleaner follows.
Put the following ingredients in a gallon bottle:
 1 pint of rubbing alcohol
 2 tablespoons ammonia
 2 tablespoons liquid dishwashing detergent
 Fill the rest of the bottle with water. Mix and fill a spray bottle with some of the liquid. Use to clean windows and other glass surfaces.

4. Maintenance

- a. Have students list tools and equipment needed for basic repairs. Collect some of these tools and have students practice the skills needed to do basic repairs.
- b. Take students on a field trip to a local plumbing establishment or invite a plumber to speak to the class about prevention and repair of common plumbing problems.

5. Safety and health

- a. Have students bring newspaper articles on home accidents. Discuss these accidents and others that may have occurred in their own homes. Summarize ways in which they could have been prevented.
- b. Have students bring magazine pictures of storage commonly used in homes, including bedroom, kitchen, bathroom, laundry, hobby room, garage, attic, and basement.

Following a discussion, have a small group make a collage for the bulletin board entitled "Safe storage".

- c. Invite a local firefighter to speak on fire safety in your home.
- d. Develop a display of fire extinguishers and substances that could be used to put out fires (salt, baking soda). Visit the fire department or invite a representative to come to class and demonstrate the use of fire extinguishers and prevention of home fires. Do a study of smoke detectors available, including their type, value, and effectiveness.
- e. Ask students to look at safety suggestions given in manufacturers' instructions for equipment and/or supplies either at home or from a file you have put together in the department.
- f. Make a poster or bulletin board or give a demonstration to the class on the safe use of a piece of equipment.
- g. Invite an electrician or a utility company representative to discuss home electrical wiring and the use of electricity. Discuss what it means to "blow a fuse" or "trip a circuit breaker." Summarize principles of safe electrical usage, including appropriate use of extension cords.
- h. Invite a professional pest exterminator to speak to students about types of pest control services that are available.

- I. Give test.
- J. Evaluate test.
- K. Reteach if necessary.

CONTENT OF THIS UNIT

- A. Cross-Reference Table of Instructional Materials
- B. Objective Sheet
- C. Suggested Activities
- D. Information Sheet
- E. Transparency Masters
 - 1. TM 1--Living Space
 - 2. TM 2--Personalize Living Space
 - 3. TM 3--Room to Rent
 - 4. TM 4--Choosing a Living Environment
 - 5. TM 5--Building Style and Space
 - 6. TM 6--First-Time Home Buyers
 - 7. TM 7--Decor
 - 8. TM 8--Color
 - 9. TM 9--Mattress
 - 10. TM 10--Paper Plates
 - 11. TM 11--Clean My Room
 - 12. TM 12--Happy Appliances
 - 13. TM 13--Sewing Machine Repair

14. TM 14--Cracked Wall
15. TM 15--Selecting Garden Tools
16. TM 16--House Trained

F. Handouts

1. HO 1--Arranging Furniture in Your Room
2. HO 2--Conserving Energy
3. HO 3--Cleaning Products
4. HO 4--Bed and Bath Linens
5. HO 5--Safety Reminders

G. Assignment Sheets

1. AS 1--Housing Decisions
2. AS 2--I Think. . .
3. AS 3--Principles and Elements of Design
4. AS 4--Comparing Furniture
5. AS 5--Small Appliances
6. AS 6--Energy Waste
7. AS 7--Energy Concerns

H. Answers to Assignment Sheets

I. Job Sheets

1. JS 1--Housing Interview
2. JS 2--Furnishings Interviews
3. JS 3--Planning a Bedroom
4. JS 4--Energy-Saving Appliances
5. JS 5--Cleaning Products
6. JS 6--Maintaining a House
7. JS 7--Pest Control Interview

J. Unit Test

K. Answers to Unit Test

REFERENCES USED IN DEVELOPING THIS UNIT

- A. Indiana Consumer and Homemaking Education Curriculum Guide. Indianapolis: Commission on Vocational and Technical Education, 1981.
- B. What to Do Regarding Creating a Living Environment (curriculum guide). Columbus: Ohio Department of Education, 1988.
- C. Wallach, Paul Ross. Interior Design - A Space Planning Program. Cincinnati: South-Western Publishing Co., 1988.

HELPFUL RESOURCES

- A. Local businesses (samples of carpeting, fabric, tile, paint, wallpaper, etc.)
- B. Local utility company (energy-saving information)
- C. Craig, Hazel Thompson. Homes with Character. Lexington, MA: D. C. Heath & Co., 1980. (800/235-3565)
- D. Decisions. St. Paul, MN: Changing Times Educational Service, EMC Publishing, 1985. (800/328-1452)
- E. Faulkner, Ray, R. Nisson, and L. Faulkner. Inside Today's Home. New York: Holt, Rinehart, and Winston, 1986.
- F. Lewis, Evelyn L. Housing Decisions. S. Holland, IL: Goodheart-Willcox, 1990.
- G. Ryder, Verdene. Contemporary Living. S. Holland, IL: Goodheart-Willcox, 1987.

HOUSING AND HOME MANAGEMENT

UNIT IV

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

- A. Accessories--items such as pictures, plants, and lamps which add a personal touch to a room.
- B. Condominium--building where the owner owns the individual living space and has an undivided interest in the common areas and facilities of the multi-unit project.
- C. Elements of design--line, color, texture, and shape.
- D. EER (Energy Efficiency Rating)--a number given to rate the efficiency of appliances. The higher number indicates the use of less electricity.
- E. Energy audit/survey--inspection of a home to rate energy efficiency, to find out where heat loss occurs, and to recommend possible conservation practices.
- F. Form--three-dimensional shape or structure; most common forms: the rectangle and the square.
- G. Intensity--the brightness or dullness of a hue.
- H. Intermediate colors--those colors made by combining a primary and a secondary color.
- I. Line--an element of design which can be either straight or curved.
- J. Principles of design--proportion, rhythm, balance, emphasis, and harmony.
- K. Renewable resources--natural asset or fuel, such as water, sun, and wind.
- L. Secondary colors--those colors made by mixing two primary colors.
- M. Texture--the surface of material (i.e., how it reacts to light and shadow and how it feels).

II. Living space

(Objective 2; TM 1, 2, 3, 4, 5, 6; AS 1, 2; JS 1)

A. Identifying taste and lifestyle

- 1. Evaluate personal living space.
 - a. Housing decisions are influenced by:
 - (1) Income, values, goals, time, skills, and resources
 - (2) A family or individual's lifestyle (age, personality, interests, and activities)
 - (3) A family's heritage and background

- (4) Cultural and regional needs and housing availability
- b. One's living space has physical, sociological, and social value.
 - (1) Housing provides the setting for social and emotional development and the interactions of individuals.
 - (2) Housing and its surroundings provide status for individuals and families.
- c. Housing choices change with varying conditions of society.
- d. Cultural and regional needs influence housing and the housing available.
- 2. Make a plan to personalize living space.
 - a. Greater satisfaction occurs when all members of a family or living group make decisions together regarding living space.
 - b. Living space should be organized to allow for varying degrees of privacy.
 - c. Personalizing your own living space can provide you with an outlet for creativity and self-expression.
- 3. Evaluate shared living space.
 - a. Considerations need to include amount, organization, and use of space.
 - b. Privacy should be a major consideration in organizing living space.
 - c. Housing may be adapted to provide privacy through appropriate selection and arrangement of furniture.

B. Analyzing building style and available space

- 1. When choosing a living environment, it is important to consider the stage of the family life cycle.
- 2. Singles and young families have different needs from those families with grown children.
- 3. Financial resources, whether to rent or buy, location, or type of environment preferred are also important considerations.
 - a. Used house
 - b. Ready built new house
 - c. Custom built new house
 - d. Condominium and cooperatives

III. Planning a decorative scheme

(Objective 3; TM 7, 8, 9, 10; HO 1; AS 3, 4; JS 2, 3)

A. Consider personal/family taste and lifestyle.

- 1. Individual tastes in decorating a home vary widely.
- 2. People can develop an awareness of beauty as they learn how to choose and arrange materials to create beauty and order.
- 3. Color affects the comfort, mood, and efficiency of individuals. It is usually the first thing people notice when they enter a room.
- 4. The interaction of people is increased or decreased by how furniture is arranged.
- 5. Personal hobbies and resources can be used to make a home more attractive.

B. Apply elements and principles of design to a room.

- 1. If you understand the elements and principles of design, it helps you plan and select attractive decor in your home.
- 2. The elements of design are:

- a. Line gives a room direction by causing your eyes to move up and down, horizontally, or even follow a curve.
- b. Form--The form of a piece of furniture should fit its function. Objects should be related or look similar in form.
- c. Texture--the way a surface feels or appears to feel. The way a color looks is affected by whether the surface is smooth or shiny or whether it absorbs color and casts shadows.
- d. Color has a psychological effect on people.
 - (1) Preferences of each family member or living group should be considered.
 - (2) Color is used with the other design elements to create a design.
 - (3) When certain colors are harmonized, they create a color scheme.
 - (4) The basic characteristics of color are hue, value, and intensity. A different effect can be produced by each color.
 - (a) Hue--the name of a color. It can be neutral, warm, or cool.
 - (b) Value--lightness or darkness of a color
 - (c) Intensity--brightness or dullness
- 3. If design elements are arranged according to the design principles, the goal of beauty, unity, and appropriateness can be achieved. The design principles are:
 - a. Proportion--underlining the relationship of parts to each other
 - b. Balance--a central point with equally weighted interest on each side
 - c. Emphasis--In arranging furnishings, some items are dominant and others are less dominant.
 - d. Rhythm--movement created by organizing a design scheme so that your eye is led from one object to another in an orderly manner
 - e. Harmony--the end result when all other principles of design are applied to an interior scheme, creating a feeling of variety in a unified theme
- 4. Services you may need for decorating your home include painting, wallpaper hanging, laying carpet or tile, custom-made draperies, bedspreads, etc.
 - a. You may choose to sew curtains and draperies, upholster furniture, paint, rebuild or build furniture, paper walls, etc.
 - b. Before deciding to do these jobs yourself, consider your skills, amount of time and energy required, as well as the economy of doing it yourself.
 - c. Home furnishings experts are available through retail or independent businesses.

C. Furnishing a home

- 1. Requirements for furnishings change with varying family conditions.
- 2. People's values are expressed through the selection and arrangement of furnishings.
- 3. There are necessities to consider in furnishing living spaces.
- 4. Awareness of wants and needs help determine which furnishings are necessary.
- 5. The interaction of people is influenced by furniture arrangements.
- 6. Recycling home furnishings and equipment reduces housing costs.
- 7. The purchase of furnishings and equipment should involve consumer research and making wise decisions.
- 8. Furnishing a home successfully requires careful planning so that you do not go over your budget.
 - a. Determine what new decor and furniture is needed.
 - b. Identify what new decor and furniture is needed.
 - c. Make a spending plan.
- 9. There are several ways to economize when furnishing or decorating a room. Some suggestions are:

- a. Unfinished furniture
 - b. Secondhand furniture from:
 - (1) Secondhand stores
 - (2) Auctions
 - (3) Sales from model homes
 - (4) Newspaper want-ad listings
 - (5) Friends and neighbors
 - c. Warehouse stores
 - d. Floor samples, seconds, or slightly damaged furnishings
 - e. Home furnishings sales--usually in February and August, but some stores have sales throughout the year. Watch newspaper advertisements.
10. Check for quality when shopping for wood furniture.
- a. Drawers that slide easily
 - b. Doors that close tightly
 - c. Corners that have been reinforced with corner blocks
 - d. Dust panels between drawers
 - e. Legs attached with mortise and tenon or dowel joints
 - f. Legs that are even and stand squarely upon the floor
 - g. Smooth surfaces
 - h. Surfaces which have protective plastic coating

IV. Managing energy use

(Objective 4; HO 2; AS 5, 6, 7; JS 4)

A. Evaluate energy and water conservation in the home.

- 1. Conserving energy now means saving for the future needs of our country.
- 2. Energy resources include gas, oil, electricity, nuclear energy, and solar energy.
- 3. When conservation principles of energy are utilized, the total cost of housing may be reduced.
- 4. The cost of gas and electricity account for a large portion of living expenses.
- 5. Microcomputers are now being used to make homes more energy efficient. In addition to controlling an automatic garage door, microcomputers can monitor lighting, heating, cooling, and yard watering systems.

B. Locate sources of conservation information.

- 1. Energy use information may be available from local gas and electric companies.
- 2. The U.S. Department of Energy and the Cooperative Extension Service also have written material which can be acquired.

C. Plan conservation practices.

- 1. Major escape routes for cooled and heated air in the average home are attics and ceilings, windows and doors, walls, and basements.
- 2. Utility companies will usually conduct an energy audit of your home for a small fee.
 - a. Suggestions will be given to make a home more energy efficient.
 - b. Some of these suggestions may be very simple, such as placing an insulating cover around a hot water heater to retain heat.

3. Family members should be educated in energy-saving practices to save money and to conserve resources.

V. Cleaning the home

(Objective 5; TM 11, 12, 13, 14, 15; HO 3, 4; JS 5, 6)

A. Prepare for tasks.

1. A wide variety of household products and services make housekeeping easier.
2. Proper care of household furnishings increases their length of usefulness.
3. It is sometimes more economical and efficient to hire a professional.
4. Professional assistance for house care can be located by using phone books, guides to city businesses, or recommendations from friends and neighbors.
5. Cleaning jobs are accomplished with ease and efficiency when they are systematically organized into tasks.

B. Clean.

1. Before you clean a material, you need to know what you are cleaning.
 - a. Keep labels in a file so you can refer to them to find out proper cleaning supplies and techniques.
 - b. Read the labels carefully.
 - c. Be sure to choose the product that will do the job.
2. The safest and best job of cleaning requires consideration of:
 - a. Kind of dirt
 - b. Kind of cleaning agent
 - c. Kind of surface to be cleaned
3. Basic cleaning equipment includes a broom, dust pan, dust mop, sponge mop, bucket, scrub brush, and dust cloth.
4. A vacuum cleaner is essential if there is wall-to-wall carpeting or large area rugs.
5. The best choice of cleaning supplies and equipment makes work easier and furnishings wear longer.
6. Kinds of cleaning agents include:
 - a. Water
 - b. Soap
 - c. Synthetic detergents
 - d. Acid water solutions (add vinegar and lemon juice)
 - e. Alkaline water solutions (add soap, soda, water softener, lye, detergent)
 - f. Fat solvents (gas, dry cleaning fluid)
 - g. Fat absorbents (corn meal, talcum powder)
 - h. Abrasives (silver polish, steel wool, sandpaper)

C. Restore order.

1. Always put cleaning supplies and equipment back in their proper storage place for safety and convenience.
2. Read labels; store supplies and chemicals out of children's reach.

VI. Maintenance

A. Maintaining house and appliances

(NOTE: Some of these tasks need to be supervised by an experienced adult.)

1. Identify do-it-yourself maintenance tasks.
 - a. Knowledge and skill in home repair reduce maintenance and replacement costs.
 - b. Sharing household maintenance and repairs with friends and neighbors can save money and provide satisfaction.
 - c. For greater efficiency, gather all equipment and materials together before you begin a maintenance task.
2. Schedule and record routine maintenance.
 - a. Do-it-yourself home maintenance tasks may relate to the following:
 - (1) Electricity
 - (a) Circuit breakers or fuses stop the flow of electricity by tripping a breaker or by blowing a fuse.
 - (b) Be sure you can locate the circuit breaker or fuse box in your home.
 - (c) Blown fuses can occur when too many appliances are connected to the same outlet or when an appliance is defective or in need of repair.
 - (d) Disconnect some of the appliances to identify which circuit or fuse has been affected.
 - (e) Replace the fuse or return the circuit breaker to its original position.
 - (2) Plumbing
 - (a) Replace washers to stop faucets from dripping.
 - (b) To stop a toilet when the water will not stop running:
 - i) Adjust or replace the float if it does not move to the top of the toilet tank as the tank fills with water.
 - ii) Check the rubber stopper at the bottom of the tank; it may be worn out and need replacing.
 - iii) Clean tank to remove rust or debris by pouring liquid household bleach or ammonia (not both) into the tank. Let stand 2-3 minutes and flush. Repeat procedure until the tank is clean.
 - (3) Door and window repairs
 - (a) Replace worn screens.
 - (b) Oil hinges to prevent squeaking.
 - (4) Heating and air conditioning repair
 - (a) Clean and replace filters.
 - (b) Have system checked annually by a professional.
 - (5) Wall and floor repair
 - (6) Replace batteries on the smoke alarm as necessary (generally once a year). To see if the battery is working, push the test button or check to see if the alarm's little red light is on. Remove cover to replace battery.
3. Obtain necessary tools and equipment (linens, flatware, serving utensils).
 - a. Some supplies are basic to every household.
 - b. Kitchen utensils needed will depend on the kind and amount of food preparation done. These utensils include mixing bowls and spoons, knives, can opener, cooking spoons, ladle, meat fork, spatula, tongs, and a rotary beater.
 - c. Cookware includes pans, pots, and skillets. These are available in several sizes and materials. They can be purchased in sets or single pieces.

- d. Casserole dishes, pie and cake pans, cookie sheets, baking, roasting, and muffin pans are all types of bakeware.
- e. To save space you will probably want to have handy only those small appliances that you use most often--such as a toaster. Other possible items would be a coffee maker, blender, hand mixer, electric knife, or can opener.
- f. Dinnerware includes plates, cups and saucers, bowls, and platters. Flatware includes knives, forks, and spoons. Normally, dinnerware *and* flatware are sold in place settings. A group of four place settings is normally called a starter set.
- g. Bed and bath linens
 - (1) Sheets, pillowcases, mattress pad, comforter or blanket, and bedspread are typical bed linens.
 - (2) Electric blankets are more expensive than regular blankets; however, you can get by with fewer blankets.
- 4. Compile a list of service personnel.
 - a. Keep business cards of service people whom you have used successfully.
 - b. Get references from friends and neighbors of repair and maintenance companies they have successfully used.
- 5. Clean and store appliances properly.
- 6. Protect maintenance tools.

B. Yard and garden care

- 1. A clean, well-cared-for yard gives people the first impression of your family and home.
- 2. Keeping the yard free of debris and hazards helps eliminate accidents and tragedies.
- 3. Regular yard maintenance includes care of the lawn, trees, and plantings.
- 4. Plants and shrubs need mulch in the winter to protect them from the cold.
- 5. The proper fertilizer keeps a yard green and healthy by enriching the soil.
- 6. Plant trimmings, leaves, blossoms, and grass cuttings should be removed by using a mulch, burning, or discarding by trash pick-up.
- 7. Many people hire someone to take care of their lawn rather than spend time and money for the purchase, repair, and maintenance of equipment.
- 8. The largest piece of yard equipment most homes need is a lawn mower. There are many types of riding mowers.
- 9. Other types of tools needed for lawn and garden care are a garden hose, sprinklers, rakes, pruning shears, clippers, hedge trimmers, and various other hand tools.
- 10. In selecting garden tools, look for quality and durability.

VII. Safety and health

(Objective 6; TM 16; HO 5; JS 7)

A. Emergency procedure

- 1. Post emergency phone numbers prominently so they can be found.
- 2. Discuss what to do in case of tornado, fire, or other potential disasters.

B. Store dangerous substances safely.

- 1. It is possible to prevent home accidents from occurring by recognizing and correcting possible hazards.

2. Consideration needs to be given to safe storage of household cleaning agents and other chemicals and medicines.
3. Do not mix household chemicals or cleaning agents unless you know the reaction.
4. Ammonia and chlorine bleach mixed together makes poisonous/potentially deadly fumes.

C. Eliminate household hazards.

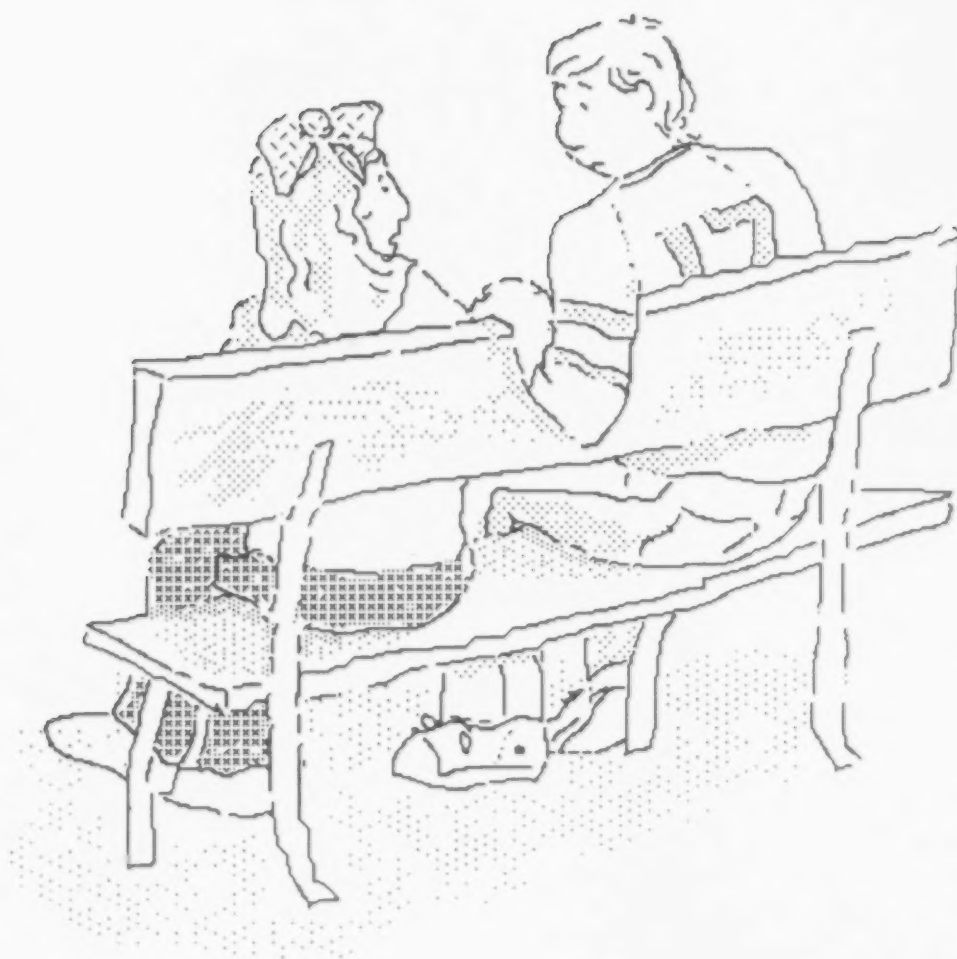
1. Accidents can be minimized by applying knowledge of human factors related to safety.
2. By recognizing and correcting possible hazards, many accidents can be prevented.
 - a. Accidents occurring from misuse of appliances include burns, electrical shock, cuts, falls over appliance cords, and explosions.
 - b. Firearm accidents happen while playing with or handling a gun, examining or demonstrating a gun, or while cleaning and repairing a gun.
 - c. Gun accidents can be avoided by leaving guns unloaded and by storing ammunition and guns in separate places well out of reach of children and inexperienced people.
3. Common home accidents are:
 - a. Injuries from falling
 - b. Home and/or clothing fires
 - c. Poisoning
 - d. Hot water burns
 - e. Injuries occurring in tubs and showers
 - f. Injuries from glass doors and windows
 - g. Firearm fatalities
 - h. Drowning
 - i. Death due to electric shock
 - j. Injuries from appliance misuse
4. Fires may be caused by:
 - a. Smoking
 - b. Electrical wiring
 - c. Heating and cooking equipment
 - d. Children playing with matches
 - e. Open flames and sparks
 - f. Spontaneous ignition
 - g. Lightning
 - h. Chimneys and flues
 - i. Arson
 - j. Flammable liquids
5. Home products often involved in accidental child poisoning include: household cleaning agents, insecticides, and aspirin or other medication.

D. Control pests.

1. The special skills, knowledge, and equipment of a pest control service may be needed at times.
2. Pests carry germs and may ruin clothing, carpeting, and draperies.
3. Examples of pests are flies, cockroaches, ants, mice, rats, mosquitos, crickets, bedbugs, spiders, silverfish, moths, and fleas.
4. Cleanliness is important since pests need food to live and places to hide.
 - a. Always clean up dirty dishes as soon as possible.
 - b. Get rid of garbage, food, and other waste that pests like to eat.

- c. Be careful about accidentally bringing bugs home from the grocery store in packages or boxes.
- d. Repair screens and close up any holes around the house where pests could get in.

LIVING SPACE



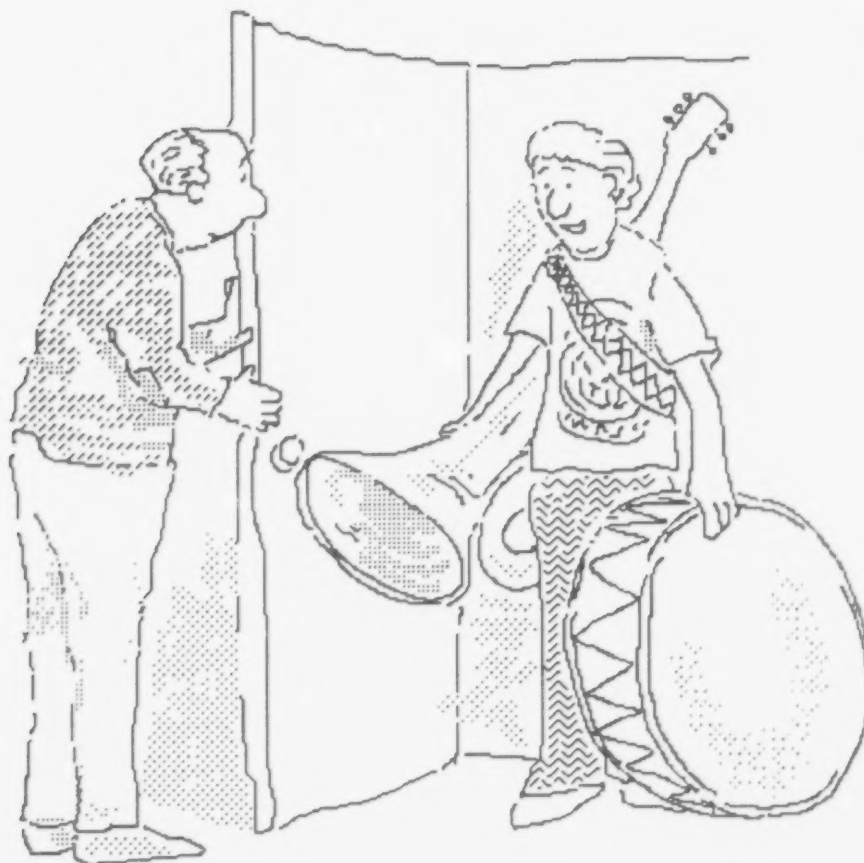
"We can't live with my parents. They're still living with their parents!"

PERSONALIZE LIVING SPACE



"I had my kitchen custom built."

ROOM TO RENT



"I hear you have a room to rent."

CHOOSING A LIVING ENVIRONMENT



Factors to consider when choosing a living environment are:

- **Make-up of the family**
- **Stage in the family life cycle**
- **Resources**
- **Location**
- **Personal characteristics of members**
- **Whether to rent or buy**
- **Type of living environment desired**

BUILDING STYLE AND SPACE



"Two bedrooms. Picture window."

FIRST-TIME HOME BUYERS



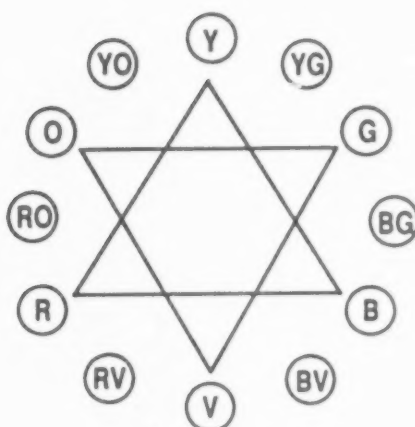
"It says: 'Ideal for first-time home buyers. Only \$249,000'."

DECOR



**"Just show me the cheapest stuff in the store
and I'll force myself to like it."**

COLOR



Color can:

- Warm or cool a room
- Stimulate and excite
- Calm or soothe
- Reflect personality
- Affect activity
- Create a mood
- Change under different lighting
- Focus attention
- Vary with different textures
- Camouflage
- Provide an effective background
- Create an illusion of space

MATTRESS



"I've told you we ought to get a new mattress."

PAPER PLATES



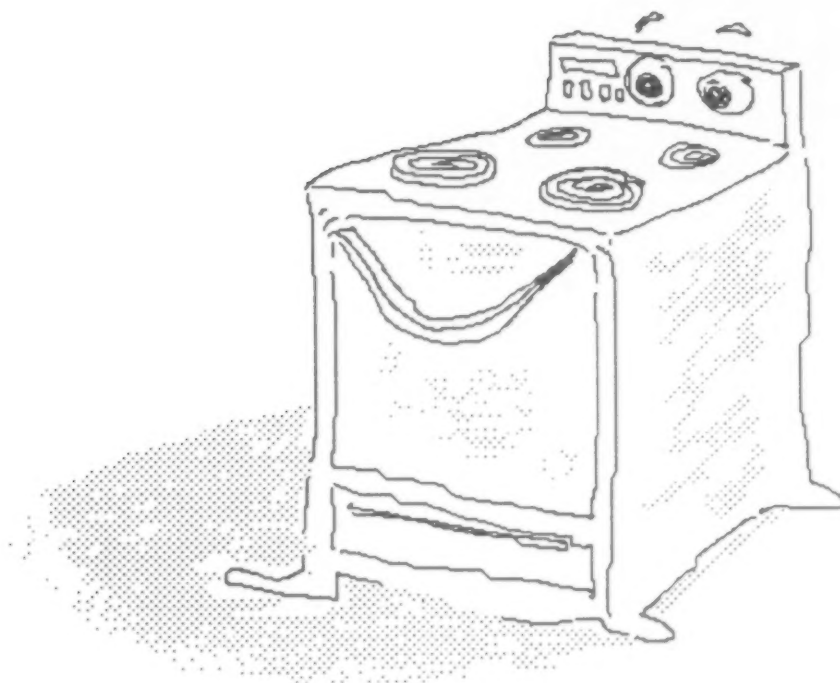
**"I just figured we could buy 8,000 paper plates
for the price of a dishwasher."**

CLEAN MY ROOM



**"Dad, lend me \$5,000 to buy a car and I promise
I'll clean my room for a whole week."**

HAPPY APPLIANCES



- CLEAN WITH RECOMMENDED CLEANERS
- KEEP IN GOOD REPAIR
- STORE PROPERLY
- TAKE SAFETY PRECAUTIONS

SEWING MACHINE REPAIR



"Did you repair my sewing machine?"

CRACKED WALL



"I see you finally fixed the crack in the wall."

SELECTING GARDEN TOOLS



LOOK FOR:

- Quality and Durability
- Ease of Use
- Safety Features
- Ease of Care
- Economic Value

HOUSE TRAINED



"He's not house trained, but who cares?"

HOUSING AND HOME MANAGEMENT

UNIT IV

HANDOUT 1--ARRANGING FURNITURE IN YOUR ROOM

1. Plan on paper first; experiment.
2. Be flexible--allow for changes and rearrangement.
3. Select one focal point (window, dresser, entertainment/study area, desk with bulletin board, etc.). Balance other large pieces on the wall facing the focal point.
4. Use furniture that is scaled to the size of the room. Work toward a balance of angular and rounded shapes, and high and low furniture.
5. Keep in mind traffic patterns.
6. Avoid overcrowding.
7. Plan for convenience (chest of drawers near the closet).
8. If possible allow a space of:
 - * 2-3 feet on at least two sides of the bed
 - * 3 feet in front of drawers and closets opening outward
 - * Comfortable range for desk/chair to move in and out

HOUSING AND HOME MANAGEMENT

UNIT IV

HANDOUT 2--CONSERVING ENERGY

1. Insulate walls and attics.
 - a. The colder the climate, the more insulation is needed.
 - b. Insulation efficiency is shown by an R-value. This number is assigned because of the materials used for insulation. The higher the number, the better the insulation.
2. Place window stripping and caulking around doors and windows; garage doors; and openings around ducts, pipes, and window air conditioners.
3. Close blinds and draperies to block out extreme cold in the winter or intense sunlight in the summer. Place furniture away from windows.
4. Keep heating and cooling systems running efficiently. Have them checked by a competent service representative.
5. Set thermostat at the most efficient setting to provide comfort. Suggested energy saving settings are:
 - a. Winter setting--Approximately 68-70 degrees Fahrenheit during the day and 60 degrees when away
 - b. Air conditioner--78 degrees
6. An exterior exhaust fan will help eliminate hot air from the attic in the summer.
7. Use appliances efficiently. Save energy by using small appliances for small jobs and by filling the dishwasher, washer, and dryer with capacity loads.
8. Always repair leaky faucets and toilets as soon as possible.
9. Turn off lights in unoccupied rooms and use appropriate bulb sizes.

HOUSING AND HOME MANAGEMENT

UNIT IV

HANDOUT 3--CLEANING PRODUCTS

POINTS TO CONSIDER WHEN CHOOSING CLEANING PRODUCTS:

1. Is the type of cleaning action suitable for the object?
2. Will the product help maintain surfaces as well as clean?
3. Is the amount of abrasiveness suitable for the surface? (A paste made of soda may provide enough abrasiveness to clean many surfaces.)
4. Is the form of the product (paste, liquid, spray, foam, powder, etc.) suitable to the surface?
5. Is the method of application suitable? (wiped-on/dipped-in solution, sprayed, etc.)
6. Is the product specialized or all-purpose?
7. What safety precautions must be taken?
8. Are the chemicals in the cleaning agent harmful?
 - a. The more acid or alkaline the cleaner is, the more likely it is to damage what is being cleaned.
 - b. Chlorine bleach is effective in removing stains but will also weaken fibers in fabrics.
 - c. Ammonia effectively dissolves grease but may gradually damage surfaces.
9. Does the product contribute to environmental pollution such as the use of sprays or aerosol cans? Can a differently packaged product do the job just as conveniently? Is convenience sacrificed by using the same product in a different form? How important is convenience?

HOUSING AND HOME MANAGEMENT

UNIT IV

HANDOUT 4--BED AND BATH LINENS

Item	Most Expensive	Least Expensive
Pillows	Down and feather	Polyester fiberfill and foam
Blankets	Down comforter Electric blanket	Polyester fiberfill comforter Regular blanket
Sheets and pillowcases	Percal, high thread count	Muslin, low thread count
Towels	All cotton, tightly woven	Cotton blend



HOUSING AND HOME MANAGEMENT

UNIT IV

HANDOUT 5--SAFETY REMINDERS

Electrical

1. Use electrical equipment that meets safety standards of the Underwriters' Laboratory.
2. Be cautious about plugging more than one appliance into a circuit unless an electrician has said the wires are large enough.
3. Plug a cord into an appliance first, then into an outlet. Disconnect from the outlet first when you are finished.
4. Never connect electric appliances when you are touching a wet surface or are wet yourself.
5. Arrange electrical cords to prevent anyone from tripping.
6. To unplug an appliance, pull on the plug, not on the cord.
7. Replace frayed or worn cords.
8. Do not plug appliances into light bulb sockets because the wiring is not sufficient to carry current for appliances.
9. If it is necessary to use an extension cord, be sure it is the correct gauge for the appliance used. Use **heavy duty** cords for tools, **asbestos cords** for heating appliances, and **moisture-resistant cords** for equipment in damp locations.
10. Avoid stringing cords across work or walk areas or across furniture or objects, through doors, or under rugs.
11. Do not bend, twist, or knot a cord.
12. If children are present, cover wall sockets with cover plates.
13. Never turn on lights or a motor switch while touching metal.
14. Disconnect an iron from the outlet when not in use.
15. Fill the steam iron **before** you plug it into the outlet.
16. Keep a flashlight handy by the fuse box.
17. Find out how to change a fuse or reset a circuit breaker.
18. Keep spare fuses on hand. Never use the old method of putting a penny behind a fuse.



Misc.

19. Do not use forks or other metal utensils in a toaster.
20. Store scissors, knives, or other sharp objects in holders or in a safe place. Wash and dry them separately.
21. Keep the lint filter clean on the clothes dryer.
22. Have good lighting in the laundry, kitchen, bath, and work areas.
23. Never set hot beverage cups on cold surfaces.
24. If someone swallows a household chemical or medicine or gets poison on the skin or in the eyes, do not wait for a reaction. Call the nearest poison control center or a physician immediately.

Kitchen

25. Use flat-bottomed, well-balanced pots and pans without sharp corners and raw edges.
26. Turn handles of cookware away from the range edge, but not over a hot burner.
27. Use pot holders to handle hot cookware.
28. Lift lids away from you to avoid burns from steam.
29. Lower heat under pots and pans when cooking temperature has been reached.
30. Use kitchen tongs to turn or remove food from a hot pan.
31. Stand to one side when lighting a gas oven. Open the door for a few minutes, then light the match *before* turning on gas.
32. Keep cupboard doors closed when not in use.
33. Do not wear loose-fitting clothes with long sleeves or ties when cooking.

Flooring and storage

34. Repair or replace floor coverings which may cause falls. Be sure small rugs have a non-slip device or backing.
35. Clean up spills from the floor immediately.
36. See that stairways and walk areas are well lighted.
37. Store heavy objects on lower shelves.
38. Use a sturdy stepstool or stepladder for reaching high places.
39. Store all household chemical products and medicines out of reach and sight of children. If possible, keep them locked up.
40. Do not store toxic products or medicines in the same area as food.
41. Store flammable liquids such as oil-base paints, kerosene, and gasoline outside in their original, clearly labeled, and fire-safe metal containers. Never store them in glass.
42. Have a fire extinguisher conveniently located where a fire might be expected to start. Know how to maintain and use it.

HOUSING AND HOME MANAGEMENT

UNIT IV

ASSIGNMENT SHEET 1--HOUSING DECISIONS

Directions: Mark the box that best describes your taste and lifestyle when it comes to selecting your living space. Afterward, review what you have checked and summarize what is most important to you.

How important is it to you to . .	Not important	Somewhat important	Very important
Live near the job?			
Own a home?			
Rent a home?			
Spend a lot of time at home?			
Have easy yard and house maintenance?			
Live in a safe neighborhood?			
Live near schools?			
Live near churches?			
Live near shopping centers?			
Have adequate space?			
Have enough privacy?			
Be able to entertain family and friends?			
Live in a noisy and bustling neighborhood?			
Live in a quiet neighborhood?			
Live in the city?			
Live near hiking and biking trails?			
Live near swimming, tennis and other recreation?			

This assignment sheet is for the student's own use and should not be collected or graded.

HOUSING AND HOME MANAGEMENT

UNIT IV

ASSIGNMENT SHEET 2--I THINK . . .

Directions: Complete the following sentences.

1. The thing I like most about my house is _____

2. What bothers me most about where I live is _____

3. If I could change my own personal living space I would _____

4. Privacy for me means _____

5. Sharing my room _____

HOUSING AND HOME MANAGEMENT

UNIT IV

ASSIGNMENT SHEET 3--PRINCIPLES AND ELEMENTS OF DESIGN

Directions: Look at pictures of five bedrooms. Identify as many elements and principles of design as you can. Describe how they are used in the appropriate columns below.

-Look for design elements:

color
line
form
texture

-Used according to design principles

proportion
balance
emphasis
rhythm
harmony

Bedroom	Elements of Design	Principles of Design
Bedroom #1		
Bedroom #2		
Bedroom #3		
Bedroom #4		
Bedroom #5		

Directions: Select the bedroom you like best and write why you like it on the back of this sheet. Have the design goals of beauty, appropriateness, and unity with variation been achieved?

HOUSING AND HOME MANAGEMENT

UNIT IV

ASSIGNMENT SHEET 4--COMPARING FURNITURE

Directions: Visit a new furniture store, an antique store, and a second-hand store. Select one item such as a chest of drawers, desk, or chair; compare prices at each store.

1. Which items should you choose and why?
2. How much would it cost to furnish a bedroom?
3. If you could buy just one piece of furniture for your bedroom, what would you buy? Where would you purchase it?

HOUSING AND HOME MANAGEMENT
UNIT IV
ASSIGNMENT SHEET 5--SMALL APPLIANCES

Directions:

1. List ten small electrical appliances that you may have in your home.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Draw a line through three that you could do without.
3. Circle three which are most important to you.
4. Place a check beside those which are nice to have but not essential.
5. Look back at your list. Explain why you decided to do without the three items. Why did you want to keep the others?

HOUSING AND HOME MANAGEMENT

UNIT IV

ASSIGNMENT SHEET 6--ENERGY WASTE

Directions: Examine your home for energy waste. In the first column write what you actually found. In the second column write what you think could be changed. What could you do?

	YOUR HOUSE	WHAT COULD BE CHANGED
Thermostat setting		
Water heater		
Weatherstripping/caulking		
Faucets		
Heating/cooling system		
Sunlight infiltration		
Lighting		
Appliances		
Insulation		
Decorating and arrangement		

HOUSING AND HOME MANAGEMENT
UNIT IV
ASSIGNMENT SHEET 7--ENERGY CONCERNS

Directions: Write a response to these questions.

Why should I be concerned about energy conservation? _____

Ask your **parents** to answer the question above. What did they say? _____

Be prepared to share your concerns and your parents' concerns in a class discussion.

HOUSING AND HOME MANAGEMENT

UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

Answers will vary. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

ASSIGNMENT SHEET 2

This assignment is not to be collected or graded. It may be used for class discussion.

ASSIGNMENT SHEETS 3-7

Answers will vary. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

HOUSING AND HOME MANAGEMENT

UNIT IV

JOB SHEET 1--HOUSING INTERVIEW

Directions: Interview five friends/neighbors/acquaintances representing different ages and occupations.

Interview Questions:

1. What were the reasons you chose this house?
2. How did your values influence your choice of housing?
3. Why did you choose the location?
4. How did your housing needs change due to changes such as adding new family members, teenagers needing privacy, and children leaving home or returning home?
5. How have you adjusted to some of these changes, or what have you done to accommodate changes?

Summarize what you found:

1. Describe the people you interviewed by gender, age or stages in life, and occupation.
2. Summarize their responses.

HOUSING AND HOME MANAGEMENT

UNIT IV

JOB SHEET 2--FURNISHINGS INTERVIEWS

Directions: Interview five acquaintances for ideas on how to substitute items for the following.

- Plant stand
- Window coverings
- Book shelves
- Picture frame
- Storage
- Other _____

Summarize your findings: Be prepared to share the ideas with the class. Bring pictures or examples if you can.

HOUSING AND HOME MANAGEMENT

UNIT IV

JOB SHEET 3--PLANNING A BEDROOM

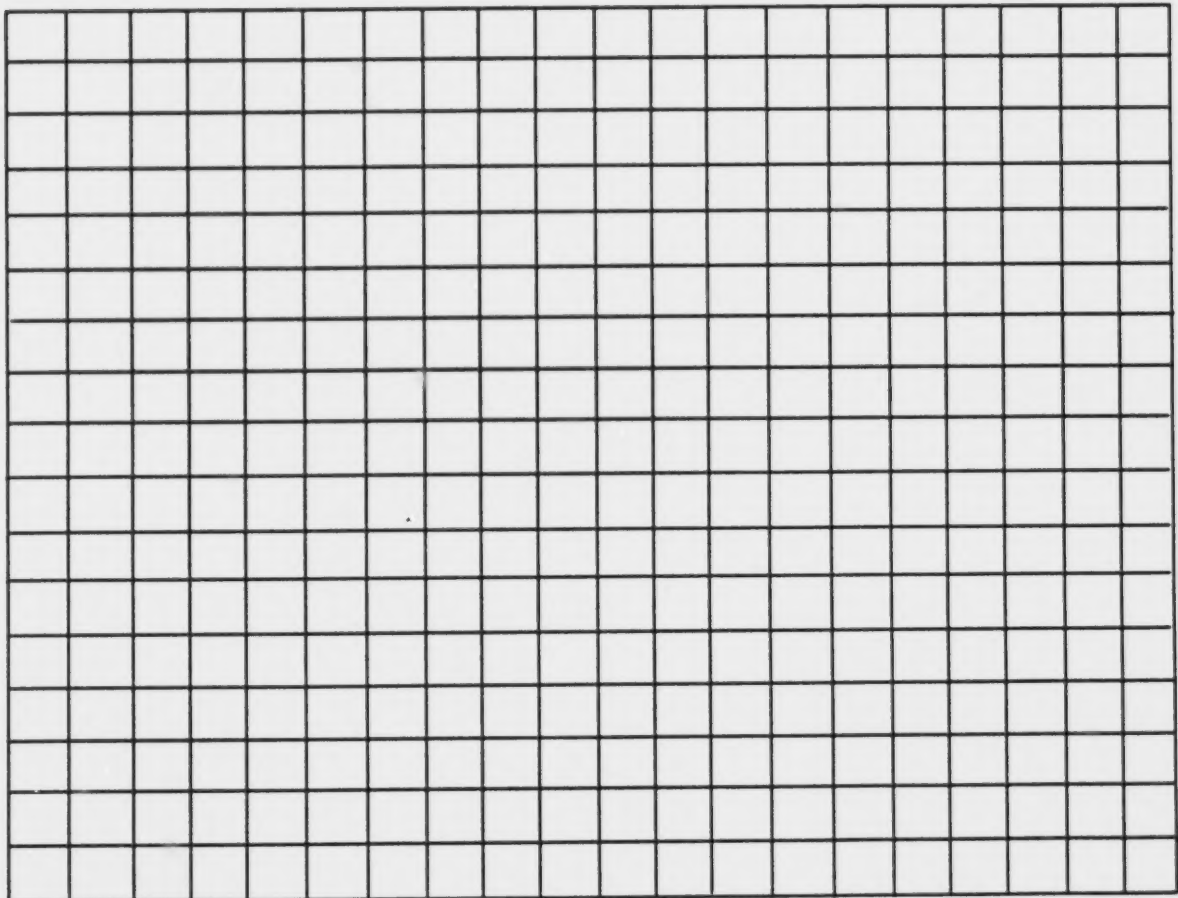
Julie and Kim are teenage sisters who must share a room. Their parents have just bought a new house and have given them permission to select the furnishings and decor provided they focus carefully on keeping the cost as low as possible.

Use the following steps in making and evaluating a plan for them:

- | | |
|---------------------------------------|---|
| - Identify resources | - Evaluate the plan according to: |
| - Note limitations | 1. Resources actually used |
| - Consider alternatives | 2. Goals met |
| - Develop a sequential plan of action | 3. Effect on Julie, Kim, and their family |

FLOOR PLAN

- Directions:**
1. Measure the dimensions of the room using the scale 1/4 inch equals one foot.
 2. Draw the room on the graph below and put doors and windows in the appropriate locations using examples from the template sheet at the end of this job sheet.
 3. Select and cut furniture from the template sheet and paste on your room plan.



DECORATING PLAN FOR BEDROOM

Directions: Write a description of your plan in the spaces provided. Glue samples of fabrics, wallpaper, paint, or illustrations on this sheet or a separate page if more space is needed.

DECORATING NEEDED (paint, wallpaper, carpeting, window treatment, shelves, mirrors, etc.):

FURNITURE NEEDED:

ACCESSORIES NEEDED (lamps, pictures, bedspread, decorative pillows, plants, etc.):

HOUSING AND HOME MANAGEMENT--UNIT IV
Job Sheet 3

Page 3

SPENDING PLAN FOR BEDROOM

PURCHASES

ESTIMATED COSTS

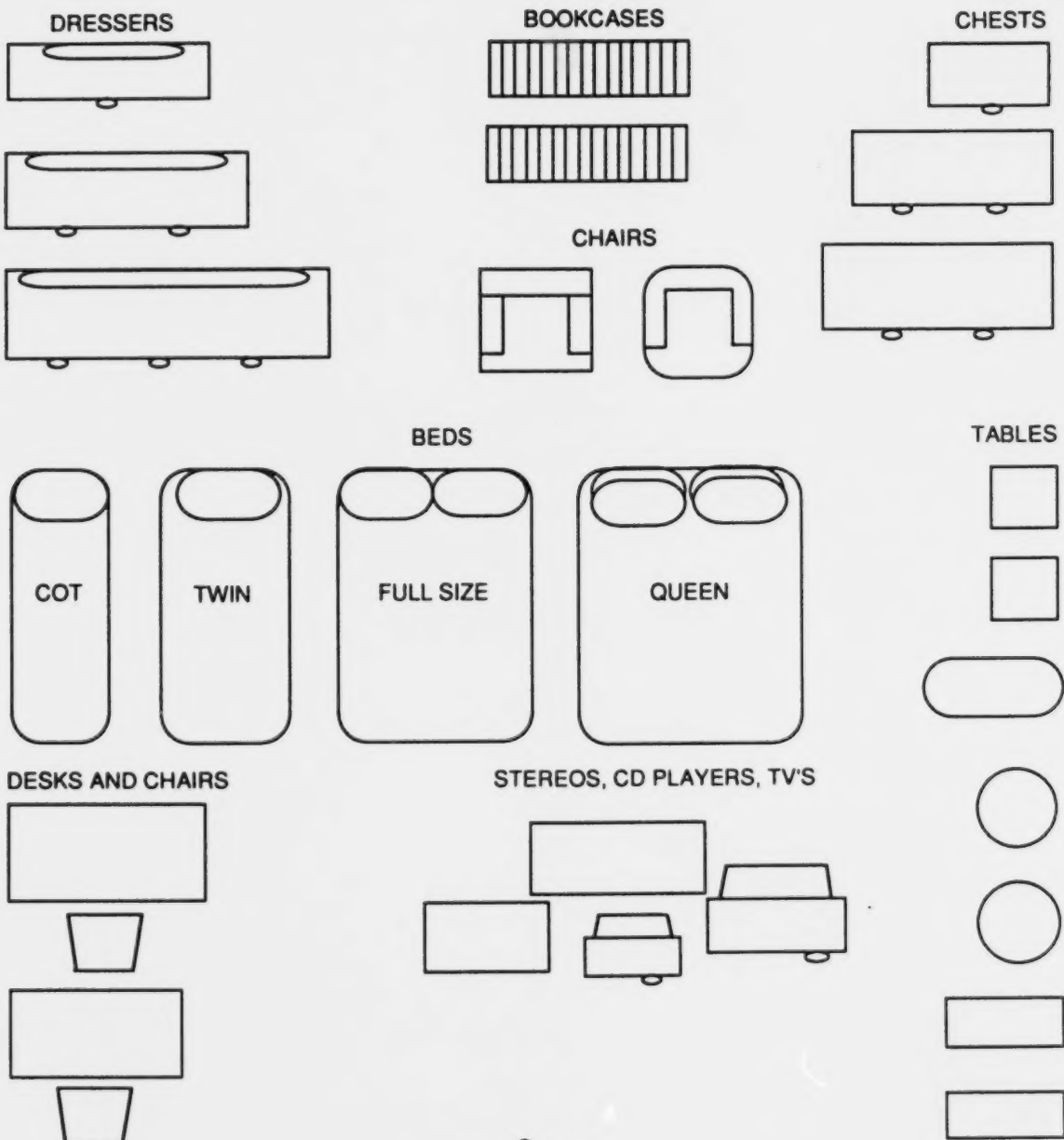
Decorating supplies
and services

Furniture

Accessories

212

TEMPLATE SHEET



213

HOUSING AND HOME MANAGEMENT

UNIT IV

JOB SHEET 4--ENERGY-SAVING APPLIANCES

ENERGY GUIDE	
DISHWASHER ELECTRIC	Model No.
Estimated yearly energy cost	
Your cost will vary depending on your local energy rate and how you use this product. This energy cost is based on U. S. Government standard tests.	
COST/KILOWATT HOUR	YEARLY COST

Directions: Visit an appliance store or an appliance department in a department store. Gather information about dishwashers and air conditioners. Look for energy-efficiency labels. Locate the purchase price of each model.

1. Which air conditioner and dishwasher do you think is the best buy regarding saving energy?
2. What were your reasons for making this selection?

HOUSING AND HOME MANAGEMENT

UNIT IV

JOB SHEET 5--CLEANING PRODUCTS

Directions:

1. List the cleaning products you are aware of from advertising.

2. Go to the grocery store and tour the cleaning product section of the store. Write down some new products that you see.

3. Select one of the following products from the grocery shelf and do a price comparison: glass cleaner, multipurpose cleaner, bathroom cleaner, soft scouring cleanser, furniture polish/cleaner.

HOUSING AND HOME MANAGEMENT

UNIT IV

JOB SHEET 6--MAINTAINING A HOUSE

Directions: Interview three homeowners and summarize the answers to the following questions.

1. What regularly scheduled home maintenance tasks are necessary?
2. Which tasks do you do yourself?
3. Which ones do you hire someone to do?
4. What basic tools and equipment do you need?

HOUSING AND HOME MANAGEMENT

UNIT IV

JOB SHEET 7--PEST CONTROL INTERVIEW

Directions: Interview parents of three friends, neighbors, or other acquaintances to find out services they use for pest control.

Questions to ask:

1. What are common household pests your home has had which needed to be controlled?

2. What methods of controlling them have you found most effective?

3. What information can you give me about commercial pest control services in your community?

HOUSING AND HOME MANAGEMENT

UNIT IV TEST

Part I--Matching: Match the term with the descriptive phrase by writing the letter in the space provided.

- | | |
|----------------|-----------------------|
| a. Accessories | e. Formal balance |
| b. Caulking | f. Function |
| c. Detergent | g. Mulch |
| d. Fertilizer | h. Renewable resource |
| | i. Texture |

- ___ 1. Items such as pictures, plants, and lamps which add a personal touch to a room
- ___ 2. Something that the form of an object should fit
- ___ 3. The way a surface looks and feels
- ___ 4. Material used to fill seams, cracks, and joints so there will not be any open spaces
- ___ 5. Natural asset or fuel, such as water, sun, and wind
- ___ 6. Material used to enrich soil
- ___ 7. Occurs when two objects which are similar in appearance attract the same amount of attention and are an equal distance from the center
- ___ 8. Used to protect plants and shrubs in the winter

Part II--True or False: Write "T" before the statement that is true and "F" before the statement that is false.

- ___ 9. Household cleaning supplies and chemical products should be stored where they are inaccessible to small children.
- ___ 10. The easiest, most efficient way to clean house is to get it all out of the way in one day.
- ___ 11. Using a pest control service is the only way to keep pests out of the home.
- ___ 12. The only way to try out a furniture arrangement in a room is to physically move the furniture.
- ___ 13. The largest piece of yard equipment most homes need is a lawn mower.
- ___ 14. Cost is the prime consideration when buying garden tools.
- ___ 15. When choosing housing, the main factor to consider should be cost.
- ___ 16. Heavy appliances and equipment should always be stored in the top cupboard.
- ___ 17. Acid cleaners are more likely to damage items being cleaned than alkaline cleaners.

___ 18. Gas and electric costs account for a large proportion of living expenses.

Part III--Multiple Choice: For each multiple choice question, choose the best answer and write its letter in the space provided.

___ 19. Which element emphasizes the relationship of parts to each other?

- a. Proportion
- b. Balance
- c. Emphasis
- d. Rhythm

___ 20. Which is NOT a good energy conservation practice?

- a. Keeping draperies closed all the time
- b. Placing an insulating cover around the hot water heater
- c. Using light colors on interior walls
- d. Using a clock thermostat

___ 21. What is the center of interest or focus of a design called?

- a. Unity
- b. Proportion
- c. Emphasis
- d. Contrast

___ 22. What is frequently at fault when the water flow in a toilet tank does not stop when it should?

- a. The rubber stopper at the bottom of the tank is worn out.
- b. The tank is full of rust and debris.
- c. The float or ball needs to be adjusted or replaced.
- d. All of the above

Part IV--Short Answer: Write brief responses to these statements.

23-24. Name two points to consider in doing the safest and best job of cleaning.

- a.
- b.

25-27. Describe three wasted energy resource practices that occur frequently in homes.

- a.
- b.
- c.

- 28-29. List two home safety precautions you could practice in the home.
- a.
 - b.
- 30-31. Describe two things which may influence an individual's lifestyle.
- a.
 - b.
- 32-33. List two ways to discourage household pests from taking up residence in the home.
- a.
 - b.

HOUSING AND HOME MANAGEMENT

ANSWERS TO UNIT IV TEST

Part I:

1. a
2. f
3. i
4. b
5. h
6. d
7. e
8. g

Part II:

9. T
10. F
11. F
12. F
13. T
14. F
15. F
16. F
17. T
18. T

Part III:

19. a
20. a
21. c
22. d

Part IV: (Answers to these questions will vary, but may include the following.)

- 23-24. The kind of dirt, cleaning agent, and surface to be cleaned
- 25-27. Allowing faucets to leak, lack of insulation, inefficient heating/cooling system, lights that are left on, open spaces around doors and windows
- 28-29. Store heavy objects on lower shelves, turn handles of cookware away from the range edge, see that stairways and walkways are well lit, and keep a fire extinguisher handy.
- 30-31. Social status, income, hobbies, or activities
- 32-33. Clean up dirty dishes, get rid of garbage, and repair screens.

Home Economics I

Child Development Unit V

Cross-Reference Table of Instructional Materials

Competency*	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
	1					1-5	
B1	2					17, 19, 22, 24	
B2	3					18	
B3	4		1			23, 25, 32	
B4	5	1				6-10	
B5	6	2	2	1		26	
B6	7		3, 4	2		11-14	
B7	8	3	5		1	27	
B8	9	4			2	28	
B9	10	5, 6		3		29	
C1	11	7, 8		4	3, 4	15-16	
D2	12	9	6	5	5	30-31	
	13					20-21	

* From Home Economics I Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

CHILD DEVELOPMENT

UNIT V

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to guide the child's emotional, social, and physical growth; develop routines which meet the child's basic needs; develop a child's communication skills; differentiate between discipline and punishment; prepare play activities for children; evaluate toys for safety hazards; maintain a safe home environment; and demonstrate appropriate child care practices. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and Job Sheets and by achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, DEFINE TERMS AND DEFINITIONS RELATED TO CHILD DEVELOPMENT by achieving 100 percent accuracy on the Unit Test.
2. Based on the content outline, DEFINE CHARACTERISTICS OF EMOTIONAL GROWTH by achieving 100 percent accuracy on the Unit Test.
3. Based on the content outline, PROVIDE GUIDANCE IN SOCIAL GROWTH by achieving 100 percent accuracy on the Unit Test.
4. Based on the content outline and Handout 1, PROVIDE GUIDANCE IN PHYSICAL GROWTH by achieving 100 percent accuracy on the Unit Test.
5. Based on the content outline and Transparency Master 1, ASSESS THE BASIC NEEDS OF CHILDREN by achieving 100 percent accuracy on the Unit Test.
6. Based on the content outline, Transparency Master 2, and Handout 2, RECOGNIZE THE VALUE OF ROUTINE by completing Assignment Sheet 1 and by achieving 100 percent accuracy on the Unit Test.
7. Based on Handouts 3 and 4, RECOGNIZE AGE-APPROPRIATE BEHAVIORS by completing Assignment Sheet 2 and by achieving 100 percent accuracy on the Unit Test.
8. Based on the content outline, Transparency Master 3 and Handout 5, HELP CHILDREN DEVELOP COMMUNICATION SKILLS by completing Job Sheet 1 and by achieving 100 percent accuracy on the Unit Test.
9. Based on the content outline and Transparency Master 4, DISTINGUISH BETWEEN DISCIPLINE AND PUNISHMENT by completing Job Sheet 2 and by achieving 100 percent accuracy on the Unit Test.

10. Based on the content outline and Transparency Masters 5 and 6, **USE PROBLEM-SOLVING TECHNIQUES IN CHILD GUIDANCE** by completing Assignment Sheet 3 and by achieving 100 percent accuracy on the Unit Test.
11. Based on the content outline and Transparency Masters 7 and 8, **PREPARE PLAY ACTIVITIES FOR CHILDREN** by completing Assignment Sheet 4 and Job Sheets 3 and 4 and by achieving 100 percent accuracy on the Unit Test.
12. Based on the content outline, Transparency Master 9, and Handout 6, **LOCATE AND EVALUATE HOUSEHOLD SAFETY HAZARDS RELATING TO CHILDREN** by completing Assignment Sheet 5 and Job Sheet 5 and by achieving 100 percent accuracy on the Unit Test.
13. Based on the content outline, **DISCUSS SPECIAL CIRCUMSTANCES** by achieving 100 percent accuracy on the Unit Test.

CHILD DEVELOPMENT

UNIT V

SUGGESTED ACTIVITIES

- A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

- B. Make transparencies.
- C. Provide students with Objective Sheet.
- D. Discuss Unit and Specific Objectives.
- E. Provide students with Information Sheet.
- F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

- G. Provide students with Handouts, Assignment and/or Job Sheets prior to the demonstration of the procedures.
- H. Introduce the unit by explaining the terminology provided on the Information Sheet. Integrate the following activities as appropriate in the teaching of this unit:

1. Use **Transparency Master 1** as desired to open discussion of children's needs and of their emotional, social, and physical growth. It could be used in combination with a colored, plastic ring toy. Each colored ring represents another rung in the hierarchy as developed by Maslow.
2. Invite a resource person (parent, nurse, or child care worker) to discuss the daily routines of caring for a child.
3. Arrange for a panel to discuss methods of disciplining young children. Ask them to discuss:
 - How to discipline a child without causing resentment
 - How self-discipline can develop with parental training
4. Brainstorm the variety of items that could be used in creative art activities for children (rice, macaroni, fabric, lace, trim, buttons, plastic containers, egg cartons, twigs, paper sacks, etc.). Bring examples and demonstrate. Divide the class into groups and have them design an art activity which encourages creative expression.
5. Invite a nurse, American Red Cross volunteer, paramedic, fire fighter, or others who are qualified to demonstrate first aid techniques.

- I. Give test.
- J. Evaluate test.
- K. Reteach if necessary.

CONTENT OF THIS UNIT

- A. Cross-Reference Table of Instructional Materials
- B. Objective Sheet
- C. Suggested Activities
- D. Information Sheet
- E. Transparency Masters
 - 1. TM 1--Maslow's Hierarchy of Needs
 - 2. TM 2--Routines
 - 3. TM 3--Communication Skills
 - 4. TM 4--Discipline/Guidance
 - 5. TM 5--Guiding Children's Development
 - 6. TM 6--Guidance Methods
 - 7. TM 7--Children's Play
 - 8. TM 8--Types of Play
 - 9. TM 9--Safety
- F. Handouts
 - 1. HO 1--Childhood Disease Immunization Schedule
 - 2. HO 2--Routines
 - 3. HO 3--Age-Appropriate Behaviors (First Year)
 - 4. HO 4--Age-Appropriate Behaviors
 - 5. HO 5--Communication Skills
 - 6. HO 6--First Aid for Choking Infant
- G. Assignment Sheets
 - 1. AS 1--Routines
 - 2. AS 2--Recognizing Age-Appropriate Behaviors
 - 3. AS 3--Child Guidance
 - 4. AS 4--I Think Play...
 - 5. AS 5--Evaluate a Child's Toy for Safety
- H. Answers to Assignment Sheets
- I. Job Sheets
 - 1. JS 1--Communications Plan
 - 2. JS 2--Interview Parents
 - 3. JS 3--Children's Play Activities
 - 4. JS 4--Observation of Children
 - 5. JS 5--Demonstrate First Aid for a Choking Child
- J. Unit Test

K. Answers to Unit Test

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CHILD DEVELOPMENT

UNIT V

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

- A. Adolescent--child from 13 to 19 years of age.
- B. Anorexia nervosa--eating disorder caused by an irrational fear of becoming overweight, resulting in severe weight loss from self-starvation.
- C. Bulimia--eating disorder involving binge eating of large quantities of food in a short period of time, followed by self-induced vomiting or laxative abuse.
- D. Growth spurt--when child grows rapidly for a period of time.
- E. Infant--child from birth to 12 months old.
- F. Maturation--process of physical, social, and emotional growth.
- G. Newborn--child from birth to 3 months old.
- H. Pacifier--plastic nipple often given to calm infants in response to their sucking reflex.
- I. Preschooler--child from 3 to 4 years old.
- J. Puberty--age at which the child's sexual organs begin to mature--about age 11-15 for boys and age 9-13 for girls.
- K. Regression--return to an earlier (younger) behavioral or developmental level that seems less threatening.
- L. Routine--set order or series of procedures.
- M. School-age child--child from 5 to 12 years old.
- N. Sex stereotyping--attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.
- O. Special needs person--academically or economically deprived and/or handicapped individual.
- P. Toddler--child from 1 to 2 years old.

II. Emotional growth

(Objective 2)

A. Infants/newborns

1. Laugh, smile, show fear, express anger, and show attachment to others
2. Begin limited emotions and gradually develop a full range
3. What appears to be expressions on the infant's face may actually be reflexes.
4. Guidance:
 - a. Provide a protective environment where the child feels safe expressing emotions.
 - b. Provide parental love and support. Cuddling gives the child a sense of security.

B. Toddlers

1. Are usually self-centered
2. Are imaginative and creative
3. Show extreme mood changes
4. Begin to show some emotional control but still do not know how to express emotions in socially acceptable ways
5. Guidance:
 - a. Allow child to make some personal decisions.
 - b. Restrain child, as necessary, when he/she is aggressive.
 - c. Help child learn to be cautious, but encourage him/her to try new things.

C. Preschoolers

1. Demonstrate intense emotions
2. Like to explore
3. Have a developing sense of self
4. Guidance:
 - a. Realize that the child does not have complete emotional control.
 - b. Child must be helped to express emotions in socially acceptable ways.
 - c. Praise the child's successes and de-emphasize guilt and shame.

D. School-age children

1. Exhibit alternating stable and unstable emotional behavior
2. Work hard to master skills
3. Guidance--Stress positive developments as they occur in the child's life.

E. Adolescents

1. Are seeking self-identity
2. Are unsure of their own emotional stability
3. Try out roles to see which ones seem to fit their personality
4. Often have conflicts with parents
5. May be strongly influenced by peer group behavior
6. Are seeking answers and direction for occupation/career selection

7. Guidance

- a. Help the adolescent find helpful information for occupational/career decisions.
- b. Provide support during times of conflict.
- c. Establish rules of behavior.

III. Social growth

(Objective 3)

A. Infants/newborns

1. Infants are only aware of themselves; they see others as extensions of themselves.
2. At an early age, the child begins to form attachments to others. This is called bonding.
3. The child uses crying and noises to communicate his/her needs.

B. Toddlers

1. Usually play beside, rather than with, other children
2. May express jealousy of other children who receive attention
3. May be shy or may exhibit separation anxiety when left with a baby sitter

C. Preschoolers

1. Are developing a self-image
2. Begin to play with other children and make friends
3. Test and try out limits
4. Are imaginative and creative

D. School-age children

1. Form friendships which may not last long
2. Learn new skills and abilities
3. Begin to group themselves by sex
4. Are curious, enthusiastic and industrious

E. Adolescents

1. Fantasize different roles and act them out
2. Have close relationships with other adolescents
3. Are determining their sex roles

IV. Physical growth

(Objective 4; HO 1)

A. Infants/newborns

1. Infants can visually distinguish a limited set of patterns, shapes, and colors.
2. Infant reflexes
 - a. Grasping reflex--The child will close his/her hand on your finger.
 - b. Startle reflex--The child jumps when he/she hears a loud noise.

- c. Rooting reflex--When hungry, the child will seek food and suckle.
- 3. Babies put on weight and grow rapidly.
- 4. Teeth and bones are forming and growing.
- 5. Babies grow in two directions: from head to foot and from the center outward.
- 6. Muscle development ranges from large muscle groups to small muscle groups.
 - a. Rolls from stomach to back, pushes up on arms, learns to sit up
 - b. Progresses from scooting to crawling
 - c. May begin to pull up to standing position and walk around furniture
 - d. May walk as early as 9-12 months
- 7. Guidance
 - a. Most pediatricians recommend that feeding schedules be flexible rather than rigid.
 - b. As the baby indicates desire to feed him/herself, gradually reduce bottle or breast feedings.
 - c. Keep the baby clean. Change diapers as often as necessary.
 - d. Give the baby sponge baths while the navel and/or circumcision are healing. When these are healed, bathe the child in a sink or tub, providing necessary support. Water should be lukewarm. Use mild baby soap and shampoos.
 - e. Dress the child in loose clothing that is easily washed.
 - f. Adjust the amount of clothing on the child to the temperature in the room and the weather.
 - g. Be sure child gets sufficient rest. Newborns sleep several hours during the day and night. Naps and bedtime should be regular; they gradually settle into a routine.
 - h. Provide toys appropriate to the child's age level and involve the child in social games with other people.
 - i. To be sure child receives immunizations at regular intervals, consult pediatrician. (NOTE: Many states provide immunizations free at the Department of Health.)
 - j. Avoid toys with sharp edges or parts that come loose and may be swallowed.
 - k. Reorganize living areas so child's environment is safe.

B. Toddlers

- 1. Physical growth begins to slow down.
- 2. The brain continues its rapid growth.
- 3. Teeth continue to develop.
- 4. Muscle coordination increases.
- 5. Child begins to walk generally between 13 and 15 months of age.
- 6. Play helps the child develop physically and mentally.
- 7. Guidance
 - a. Provide food which is mild in flavor and easy to chew.
 - b. Provide healthy, nutritious snacks.
 - c. Begin toilet training when child is about 2 years old or has control of the sphincter muscles that control bowel and bladder elimination.
(NOTE: Do not insist on toilet training if the child does not seem to be ready.)
 - d. Choose toddler clothing that is sturdy, comfortable, and allows movement.
(NOTE: Choose clothing with self-help features such as large buttons, snaps, and zippers.)
 - e. Encourage independence by helping child develop routines for washing, bathing, and brushing teeth.
 - f. Set times for naps and establish a bedtime routine.
 - g. Take child for routine physicals twice a year, or as recommended by pediatrician, and be sure that necessary immunizations are given.

- h. Keep child's environment safe, in and out of the home.
- i. Do not punish the child for toileting accidents.

C. Preschoolers

- 1. The brain continues to develop rapidly.
- 2. Physical coordination continues to improve.
- 3. Dominant handedness begins to be observed.
- 4. Patience and attention span increase.
- 5. Elimination functions are generally under control.
- 6. Large and small muscles and coordination are developing.
- 7. Guidance:
 - a. Provide nutritious diet to meet child's growth needs.
(NOTE: Spicy foods and those that are difficult to chew should be avoided.)
 - b. Permit child to make some choices.
 - c. Encourage child to follow hygienic habits and to get plenty of rest.
 - d. Supervise child to prevent accidents.

D. School-age children

- 1. These children continue to grow in both height and weight.
- 2. Growth spurts can occur.
- 3. Small muscle development occurs.
- 4. Child becomes more self-sufficient in bathing and cleanliness habits.
- 5. Guidance
 - a. Continue to reinforce hygiene habits.
 - b. Be sure child gets sufficient rest.
 - c. Reinforce safety rules.

E. Adolescents

- 1. Youngster goes through puberty. (Girls: 9-13; Boys: 11-15. Ages will vary.)
(NOTE: Certain ceremonies, such as graduation, confirmation, and bar mitzvah may be observed during this time.)
- 2. Reproductive organs mature.
- 3. Personal capabilities are more fully developed.
- 4. A growth spurt can occur.
- 5. Skin changes may result.
- 6. Muscles develop and strength increases.
- 7. Many calories are needed to deal with growth spurts.
- 8. Stress can occur along with development, resulting in eating disorders (anorexia nervosa, bulimia), sleeplessness, and depression.
- 9. Guidance
 - a. Do not expect performance beyond the child's limits--adolescents are still maturing and have not completed their growth.
 - b. Encourage a quality diet with sufficient nutrients to support growth.
 - c. Encourage adequate rest.
 - d. Encourage sound hygiene habits since glandular development is at its height.

V. Basic needs of children

(Objective 5; TM 1)

A. Infant/newborn physical needs

1. Food

- a. Feed baby when he/she is hungry.
- b. Hold baby while feeding to establish attachments to family members.
- c. Follow pediatrician's recommendations about sterilizing formula and sanitary procedures when feeding baby.
- d. Follow pediatrician's recommendations on feeding. Most infants start out on breast milk or formula, begin solid foods around 6 months, and eat finger foods around 10-12 months.
- e. Give child foods which enable him/her to feed 'self.

2. Clothing

- a. Babies need clean, dry blankets and diapers.
- b. If disposable diapers are used, dispose of them in an environmentally responsible manner. Do not flush them down the toilet.
- c. Dress baby as you would yourself.
- d. Keep baby wrapped with a warm blanket in the winter and a lightweight blanket in warmer seasons.

(NOTE: Many newborns prefer to be wrapped for an added sense of security.)

3. Cleanliness

- a. Wash and dry baby's bottom when you change the diaper.
- b. Rinse soiled cloth diapers in the toilet, then rinse and soak in soapy water in a diaper pail.
- c. Bathe child daily. Wash scalp with mild soap or shampoo 2-3 times a week.

4. Rest

- a. Be sure that child has safe, secure sleeping arrangements.
(NOTE: Child need not always rest in a crib; babies can sleep in many places.)
- b. Be sure that child gets adequate sleep.

B. Infant/newborn emotional needs

1. Parental support

- a. Respond to baby when crying occurs.
- b. Do not become upset, even if baby cries for long periods.
- c. Holding or rocking baby will often settle him/her down.
- d. Pacifier may help to reduce crying.

2. Safety

- a. Remove harmful items from rooms where baby may encounter them.
- b. Prevent falls by keeping doors shut, using child-restraint gates across stairs, and never leaving baby unattended in a high chair or similar place.
- c. Test bath water before placing baby into it.
- d. Do not leave child alone in the bath, even with another child.
- e. Use firm crib mattress and provide only safe crib toys.
(NOTE: Be sure crib bars are not wide enough for baby's head to be stuck between them.)
- f. Watch baby carefully when he/she is in a high chair; do not place high chairs close to the range.

- g. Be sure that furniture is sturdy and will not tip over when baby uses it to pull him/herself up.
- h. Keep all plastic bags away from child.
- i. Use child-restraint car seats in vehicles.
- 3. Mental needs--stimulate baby by talking and exposing to colors, sounds, and age-appropriate toys.
- 4. Social needs--provide interaction with others to stimulate social development.

C. Toddler's needs

- 1. Emotional/personal development
 - a. Support and encourage the child.
 - b. Help the child develop independence in dressing and self-care.
 - c. Support and comfort child when he/she expresses fear.
 - d. Help child to give and receive affection.
 - e. Use positive approach to behavior problems--"time out" is an effective tool for dealing with inappropriate behavior.
- 2. Mental development
 - a. Respond to toddlers as they try out their verbal skills.
 - b. Expose toddlers to their surroundings.
 - c. Talk and read to child to help develop language skills.
- 3. Physical needs
 - a. Be sure that child continues to get a nutritious diet.
 - b. See that child receives necessary immunizations.
 - c. Develop a routine for bedtime and nap time.
 - d. Continue bathing and dressing procedures established when child was an infant.
 - e. Help child develop good dental habits by at least age 2.
 - f. Begin toilet training by age 2 to 2 1/2, if the child is ready.
(NOTE: Do not expect child to be perfect; accidents will occur. A child who can stay dry during the day may still need to wear diapers at night.)
 - g. Provide activities that enhance large and small muscle development.
- 4. Social needs
 - a. Expose toddler to a variety of social situations including play groups and baby-sitters.
 - b. Allow children to develop socially at their own pace.

D. Preschoolers

- 1. Physical needs
 - a. Child needs nutritionally balanced meals with a variety of textures and colors.
 - b. Serve small amounts of food to child.
 - c. Allow child to assist in food preparation.
 - d. Provide plenty of opportunities for physical activity.
 - e. Continue age-appropriate routines for hygiene and bedtime.
 - f. Visit the dentist at age 3.
- 2. Emotional needs
 - a. Continue to reinforce child's independence and help him/her to develop personal care skills.
 - b. Help child begin to share toys and take turns.
 - c. Encourage creative and dramatic play.
 - d. Avoid applying sex stereotypes to child.

- e. Help child learn to deal with limits.
- f. Establish routines so child knows what to expect.
- 3. Social needs
 - a. Provide opportunity for child to begin interactive play and begin to form friendships.
 - b. Provide opportunity for child to interact with groups of children.
- 4. Mental needs
 - a. Provide age-appropriate books and toys.
 - b. Read often to child.

E. School-age children

- 1. Physical needs
 - a. Vigorous physical activity is needed to develop large and fine muscle structure.
 - b. Bedtime routines should be continued.
 - c. Children should be encouraged to take responsibility for their own hygiene.
- 2. Emotional support
 - a. Reward positive behaviors.
 - b. Allow child to make some decisions.
 - c. Allow child to make friends with others but warn to be cautious of strangers.
- 3. Socially, provide opportunities for children to interact with others their own age.
- 4. Mental needs
 - a. Develop language skills through songs, play, and games.
 - b. Provide opportunities for child to take on responsibilities.
 - c. Continue to read age-appropriate books; encourage child to read alone.
 - d. Enhance developing mental skills by providing a variety of life experiences.

F. Adolescents

- 1. Physical needs
 - a. Need exercise to promote strong, healthy body
 - b. Need regular meals and sufficient nutrients to support growth spurts
 - c. Continued good hygiene and dental hygiene practices
- 2. Emotional support
 - a. Reward positive behaviors.
 - b. Allow child to make some decisions.
 - c. Allow child to make friends with others, but warn to be cautious of strangers.
- 3. Social needs
 - a. Allow teens to explore relationships as they are testing male/female roles.
 - b. Set appropriate limits regarding social activities.
 - c. Remember that teens may be under significant stress.

(NOTE: Suicide is the leading cause of death in this age group.)
- 4. Mental needs--Provide opportunities to develop good study habits.

VI. Routines

(Objective 6; TM 2; HO 2; AS 1)

- A. Routines are needed in a child's life to give a sense of stability and security.
- B. Routines can be established around resting times, meal times, and task clean-up.

- C. Routines enable the child to prepare mentally and physically for upcoming activities.
- D. Routines help the child build independence.
- E. Routines may be varied when necessary; children are adaptable.

VII. Age-appropriate behaviors

(Objective 7; HO 3, 4; AS 2)

VIII. Communication skills

(Objective 8; TM 3; HO 5; JS 1)

- A. Babies babble.
 - 1. Child uses lips, tongue, and vocal cords in playful ways.
 - 2. Reward child positively for using words with meaning such as mama and papa.
- B. Toddlers develop two types of language skills.
 - 1. Receptive language: The child begins to understand what others say.
 - 2. Productive language: The child begins talking.
- C. School-age children continue to develop both types of language skills and to improve grammar usage.
- D. Adolescents begin to deal with logical fallacies and hypothetical situations. They become more proficient with abstract concepts.

IX. Discipline/punishment

(Objective 9; TM 4; JS 2)

- A. Discipline refers to training that teaches one to obey rules and control his/her behavior.
- B. Punishment is a procedure in which something unpleasant is presented or positive reinforcers are removed following a behavior.
- C. Child development practitioners prefer that children be brought up with guidance rather than punishment.
- D. Young children may react negatively to punishment and may not understand what they did to earn adult disapproval. The developing child is not mature enough to understand behaviors expected of adults.

X. Problem-solving in child guidance

(Objective 10; TM 5, 6; AS 3)

- A. Child guidance begins at birth.

B. Responding positively to a child's cries builds trust between the child and other family members.

C. Types of guidance:

1. Direct: Interaction between an adult and a child helps the child know what behaviors are expected of him/her. This may involve getting down on the floor to the child's level and showing what is expected.
2. Indirect: Organize the child's environment so that it is safe for the child's natural curiosity to take over. Remove dangerous objects and set physical limits on how far the child can move.
3. Emotional: Respond pleasantly or positively to child's acceptable behaviors and withdraw approval for unacceptable behaviors.

(NOTE: Children learn quickly to try to please other family members.)

D. Limit the use of "no" with the child. Redirect the child's behavior or remove the child from the situation; try to find a positive alternative for the child.

E. Reward positive behaviors. Withdraw approval in response to negative behaviors.

(NOTE: Positive behavior requires the parent to pay attention and spend time with the child.)

F. As the child matures, the parents must decide what should be allowed and what should be restricted.

G. Indirect guidance continues to reduce the need for scolding, saying "no," or using punishment.

H. Routines help direct the child's behavior in numerous areas of her/his life.

I. When speaking to the child:

1. Get down to his/her level.
2. Use positive statements rather than "don't" statements.
3. Tell the child what you want him/her to do at the beginning of your talk. Unless you really mean to give the child a choice, do not ask if he/she wants to do the job. For example, say: "Take this pail and put it in the sandbox." Do not say: "Would you like to put your pail away now?"
4. Give the child only one instruction at a time. Too many directions are hard to remember and may confuse the child.
5. When allowing the child to choose, give limited, specific choices. For example, say: "Would you like to wear your yellow or your red shirt today?" Do not say: "What would you like to wear?"

J. Show affection when praising the child by touching, kissing, and hugging. Ignore undesirable behaviors so the child knows which behaviors you are reinforcing.

(NOTE: If the child demonstrates aggressive, harmful behavior, remove him/her from the setting and use direct verbal guidance to indicate why such behavior is unacceptable.)

K. Set limits, reinforce them, and help the child understand why limits are necessary.

- L. Use guidance to help the child feel good about him/herself.
- M. As child matures, verbal guidance increases and demonstration decreases.
- N. Giving rewards for appropriate behaviors is acceptable, but do not let the rewards become bribes for "good" behavior. The goal is to help the child develop personal independence and autonomy.

XI. Play activities for children

(Objective 11; TM 7, 8; AS 4; JS 3, 4)

A. Infants

1. Rattles: get child's attention, allow baby to use grasping reflex, help with teething
 - a. Choose rattles that are safe.
 - b. Rattles can help parents determine whether the child hears well.
2. Cradle gym: strung across crib; allows baby to grasp, reach and pull
3. Blocks: allow child to use hand muscles; develop hand/eye coordination
4. Mobiles: encourages eye muscles to "track" movements
5. Crawling: increases body strength
6. Pushing large, sturdy objects: heavy boxes to help child strengthen leg muscles
7. Ball rolling: develops hand/eye coordination
8. Pull toys: allow child to pull toy towards self, developing hand/eye coordination
9. Textured objects: fuzzy or rough surfaces for texture distinction

B. Toddlers

1. Choose play equipment which develops large and small muscles.
2. Large climbing gyms increase muscle coordination.
3. Balls increase hand/eye coordination.
4. Puzzles with large pieces, crayons, and paint brushes increase hand muscle use.
5. Paper cartons can be used for dramatic, creative play.
6. Music helps child develop a sense of rhythm and motion.
7. Reading to the child begins an appreciation for books.
8. Inexpensive, homemade toys work well with this age group. It is not necessary to purchase expensive toys.

C. Preschoolers

1. Stress large muscle development activities like running, walking, jumping, pedaling, hopping, and galloping. For each activity, include variations. For example, for jumping, the child should jump down from an object, up onto an object, and over an object. He/she should also combine running and jumping.
2. Social play with other children will help the child learn to share and take turns.
3. Creative/dramatic play develops imagination and allows child to practice roles.
4. Artistic play including painting, drawing, woodworking, clay modeling, building of blocks, and making collages develops imagination and fine motor skills.
5. Reading activities: Act out the story as it unfolds, show pictures, and use flannel board characters to involve the child in the story-telling process.

6. Music, dance, and rhythm training contribute to the child's sense of rhythm and gross motor coordination.

D. School-age child

1. Develops skill in gross motor activities such as skipping, swinging from horizontal bars, and riding a bicycle
2. Develops skill in intellectual activities such as complex board games and puzzles
3. Begins participation in competitive and individual sports

XII. Child safety

(Objective 12; TM 9; HO 6; AS 5; JS 5)

A. Toy safety

1. Choose toys which are durable and long-lasting.
2. Features of toys to avoid
 - a. Sharp edges
 - b. Loose or removable parts which can be swallowed
 - c. Paint with poisonous additives such as lead
3. Choose toys made from non-flammable materials.

B. Child safety precautions

1. Fall prevention
 - a. Do not leave child alone in high places (i.e., a grocery cart's child seat, high chair, changing table).
 - b. When child is on a table, strap him/her down to prevent falling.
 - c. Keep doors closed and use gates in front of stairs and doorways.
2. First aid
 - a. Obtain training on mouth-to-mouth resuscitation.
 - b. Keep emergency phone numbers beside telephone.
 - c. Read books and bulletins on first aid *before* the information is needed.
 - d. Prepare a first aid kit with bandages, tape, gauze, antiseptics, and ointments needed for minor burns, scrapes, and cuts. Keep it easily accessible.
3. Poisoning
 - a. Keep medicine cabinets locked. Put harmful products in an area inaccessible to the child.
 - b. Store cleaning supplies in cabinets with child-proof latches, behind locked doors, or in an area inaccessible to the child.
4. Car accidents
 - a. Always strap child into car seat.
 - b. Watch carefully for child when backing car out of driveway.
 - c. Teach child never to go into the street unless he/she is holding an adult's hand. Remind child of this often, especially when he/she is playing with a ball.
 - d. Always be prepared to restrain an overly enthusiastic child at the street corner.

XIII. Special circumstances

(Objective 13)

A. Child abuse

1. To beat, torture, sexually abuse, or neglect a child is against the law.
2. Child may be abused because:
 - a. Parent or care-giver is immature and does not know appropriate guidance behaviors to use with child.
 - b. Parent or care-giver was abused as a child and knows no other way to deal with child.
 - c. Alcoholism, stress, or drug abuse causes parents to have explosive emotions.
 - d. Parent or care-giver is mentally ill.
 - e. Parent or care-giver has a general lack of understanding about how children develop and has unrealistic expectations.
3. Teachers are required by law to report instances of child abuse. Neighbors and other community members are expected to report instances of child abuse.

B. Special needs children

1. Children with special needs are usually identified by age 1 or 2.
2. Special learning assistance should be made available as early as possible.
3. Adults should focus on the child's strengths, not limitations.
4. The child should be allowed to participate in activities and learning experiences to the extent that he/she is able.
5. Child should be encouraged to be as independent as possible.
6. Parents and care-givers should seek others in the community who can provide assistance and support.

MASLOW'S HIERARCHY OF NEEDS



ROUTINES



ROUTINE GIVES A CHILD A FEELING OF SECURITY



ROUTINE BECOMES HABIT



HABIT IS AN AUTOMATIC ROUTINE

COMMUNICATION SKILLS



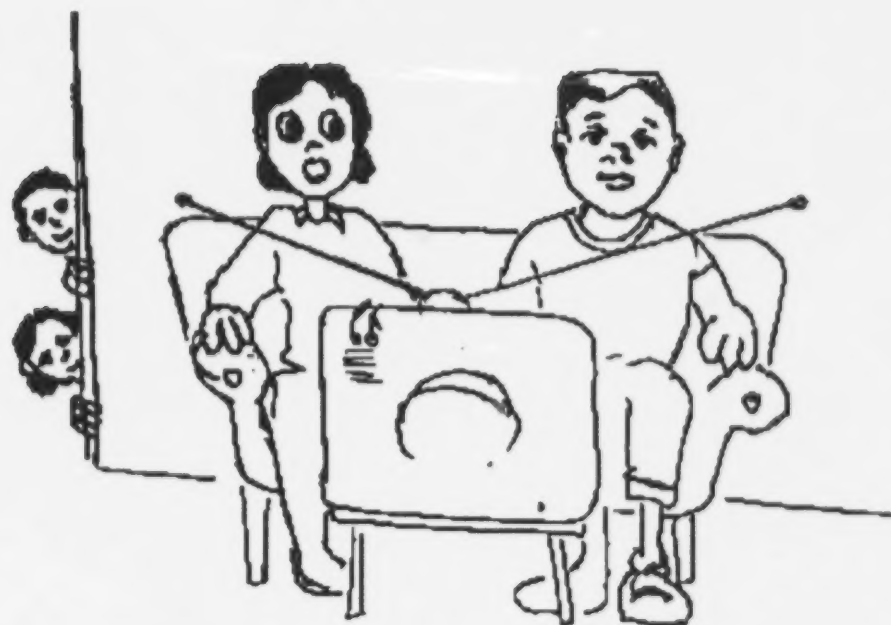
"Now where did you learn a word like that?"

DISCIPLINE/GUIDANCE



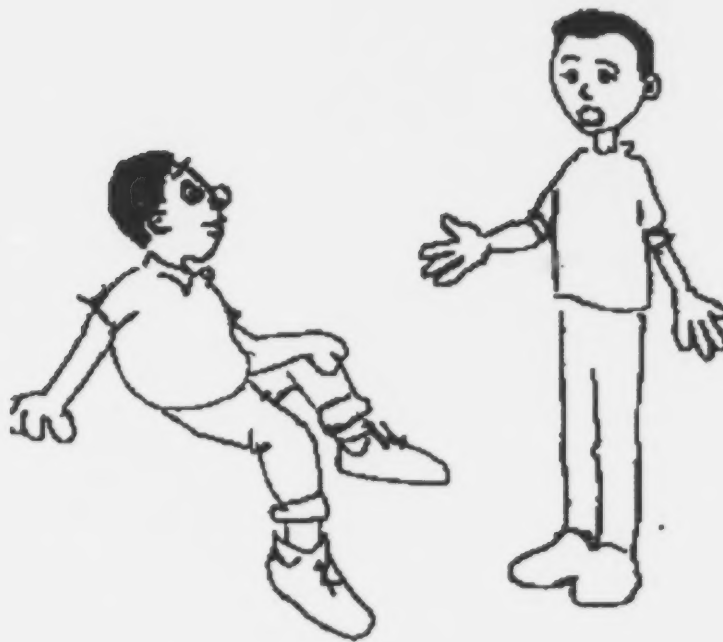
- BE CALM AND UNDERSTANDING
- BE AWARE THAT A MISCHIEVOUS CHILD IS ASKING FOR DIRECTION AND AFFECTION
- DISTRACT THE CHILD FROM WHATEVER HE/SHE IS DOING WRONG
- GIVE CHILD A CHOICE WHENEVER POSSIBLE
- BE FIRM, BUT FAIR
- PRAISE CHILD WITH POSITIVE FEEDBACK
- DEMONSTRATE OR MODEL DESIRED BEHAVIOR
- USE SIMPLE DIRECTIONS AND TALK TO CHILD ON EYE LEVEL
- TOUCH, GUIDE OR LEAD BY THE HAND FOR FURTHER DIRECTION

GUIDING CHILDREN'S DEVELOPMENT



"I put the kids to bed. We can't have them watching this stuff on TV."

GUIDANCE METHODS



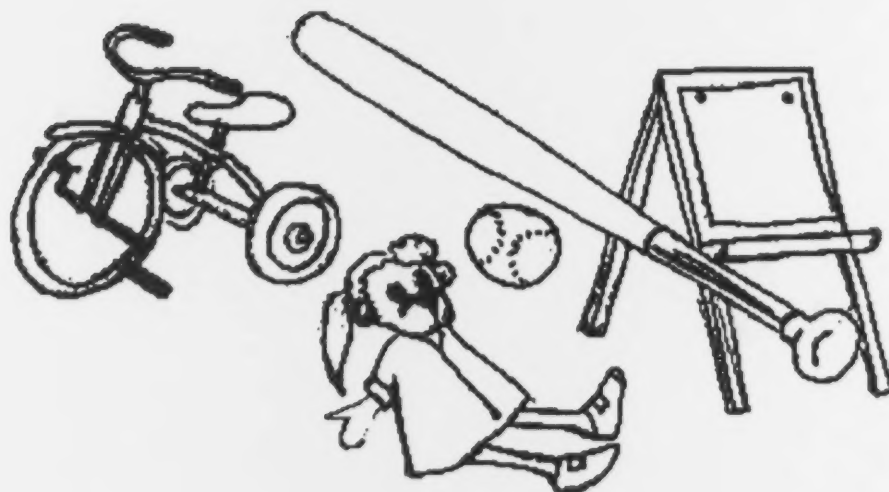
- ENCOURAGE THE CHILD
- LISTEN CAREFULLY
- MIRROR FEELINGS
- MAINTAIN A ROUTINE
- USE ACTION, NOT JUST WORDS
- TAKE TIME TO TEACH AND TRAIN
- RECOGNIZE POSITIVE BEHAVIOR

CHILDREN'S PLAY



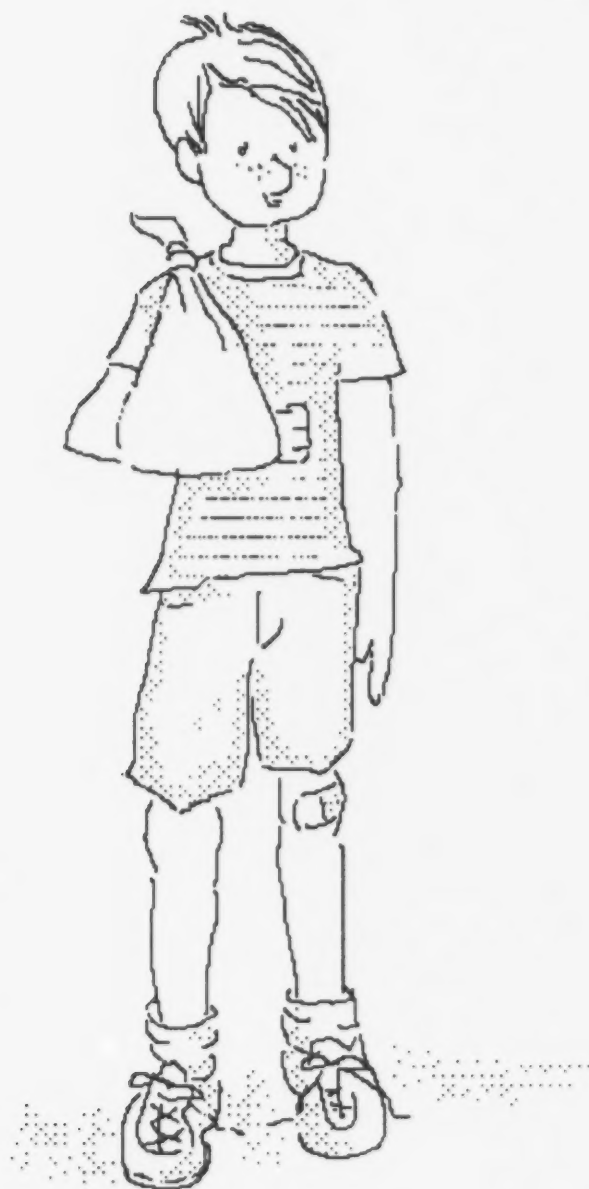
"One day, Christopher, this will all be yours!"

TYPES OF PLAY



- FREE
- SPONTANEOUS
- DRAMATIC
- CREATIVE
- ORGANIZED
- MANIPULATIVE

SAFETY



"Sometimes life is a risk."

CHILD DEVELOPMENT

UNIT V

HANDOUT 1--CHILDHOOD DISEASE IMMUNIZATION SCHEDULE

Childhood Disease	Immunization Age	Procedure Used
Tetanus, diptheria, whooping cough (pertussis), poliomyclitais (infantile paralysis)	2, 4, 6, 18 months; 4-5 years	DPT shot, orally administered polio vaccine
Tetanus, diptheria	14 years	(TD) Vaccine
Tuberculosis	12 months (optional), 14 years	Tuberculin test (Detects presence of disease; does not immunize against it)
Mumps, German measles, red measles (MMR)	15 months	(MMR) Mumps vaccine, rhubellen vaccine, measles vaccine
Haemophilus influenza type B	2, 4, 6, 12, 18 months; 2-5 years	(HIB) Vaccine
(NOTE: Schedule can vary somewhat, depending on needs and development of child.)		

Sources: 1982 recommendations of American Academy of Pediatrics and Missouri Division of Health
1990 recommendations of the U.S. Food and Drug Administration

CHILD DEVELOPMENT

UNIT V

HANDOUT 2--ROUTINES

Routines develop around several areas:

- Food and self-feeding activities
- Outdoor or shopping activities
- Resting periods
- Bathing, dressing, and toileting routines
- Play periods occurring throughout the child's day (Preplanning helps these times go smoothly.)

Trips outside the home:

- Be sure child is well rested.
- Go out at times when traffic is at a minimum.
- Carry supplies child may need such as toys, nutritious snacks, and clean diapers.
- Keep outside activities short since the child tires easily and has a short attention span.

Rest periods:

- Include several rest periods during the child's day. As child matures, fewer rest periods are needed.
- Move to quieter activities as child nears bedtime since it should be a time when child is calm and ready for rest.
- Parents can take turns helping child get ready for bed.
- Singing songs and reading stories are appropriate activities at this time.
- Make bedtime something to look forward to, not a punishment.

(NOTE: Remain calm while child is preparing to sleep; abusive behavior only makes going to bed a threatening experience.)

- Children may want to take favored objects or toys to bed with them.
- Do not let child sleep with a bottle's nipple in mouth before going to sleep. Children who sleep with milk in their mouth experience significant tooth decay; use water instead, or try to wean child away from bottle.
- If child desires attention, limit the attention to sleeping area.

(NOTE: Carrying or bringing child back into family area may overstimulate them and create problems when trying to return them to bed.)

- Do not remain for long time periods when child is going to sleep. Children need to learn to fall asleep without parents or care-givers.

(NOTE: If child cries, permit uninterrupted crying for several minutes; go to child; offer comfort but do not remove from bed; see that child has favorite toy, blanket, etc.; leave and allow child to assume responsibility for falling asleep.)

Hygiene

- Make cleaning activities pleasant by talking, telling stories, singing, smiling, and offering emotional support.
- Establish set times for washing or bathing.
- Keep newborns covered while cleaning to give feeling of security since infants dislike cool air on their skins.
- Change clothing when child is wet, otherwise wait until bath time to put child in clean clothing.

(NOTE: Toddlers' clothing frequently looks soiled because they are crawling about on the floor and exploring.)

- Gradually allow child to assume responsibility for self-care.
- Encourage child to assume toileting responsibilities at about 2 to 2 1/2 years of age. The child may be provided with his/her own separate toilet seat. Reinforce positive experiences; ignore negative ones.

Play periods

- Allow time for child to play alone and with parents or care-giver.
- Include toys and everyday objects that permit both small and large muscle activity.
- Encourage imaginative, dramatic play.
- Set aside play areas both inside and outside the home.
- Set limits on play to keep child safe.
- Help child develop skills through play by demonstrating various activities.
- Use play time to help child learn numbers, distance, colors, etc.
- As child matures, allow him/her to assume responsibility for getting out and putting away toys.
- Change child's toys periodically to increase interest and encourage various types of play.

Feeding activities

- As child develops eye and hand coordination, begin giving nutritious foods he/she can grasp and eat.
- Plan calming activities before mealtimes.
- Give children small food portions so they will ask for more.
- Ask child to taste new foods, but do not force him/her to eat large amounts. Include new food with well-liked foods to encourage broadening the foods eaten. Introduce new food frequently to get child used to seeing it.
- Encourage child to share in table conversation. Keep conversations pleasant so meals do not become battlegrounds of stress and tension.
- Remain calm concerning spills and dropped food; child's coordination is not mature.
- Allow child to serve self as skills develop.
- Establish rules for child to follow while eating, such as the use of utensils, napkins, and remaining seated until permission is granted to leave. These skills enable child to move easily into social settings away from home and help to develop social skills needed when the individual becomes an independent adult.
- Permit child to help clean the table.

CHILD DEVELOPMENT

UNIT V

HANDOUT 3--AGE-APPROPRIATE BEHAVIORS (FIRST YEAR)

- | | |
|-----------|---|
| 3 months | <ul style="list-style-type: none">- Begins to hold up head and chest when placed on stomach- Reaches or swipes at objects- Turns head at sound of voices- Begins to recognize family members- Gurgles and coos |
| 6 months | <ul style="list-style-type: none">- Holds own bottle and other objects- Babbles and laughs- Sits with support- Explores by putting things in mouth- Able to roll over- Shows anger by screaming |
| 9 months | <ul style="list-style-type: none">- Sits by self- Babbles in a pattern which sounds like language- Feeds self with finger foods- Can pull up to standing position- Crawls- Plays games- Imitates adults and others- Knows own name- Begins to understand language |
| 12 months | <ul style="list-style-type: none">- Stands and walks alone- Begins to show independence- Shows emotions- Climbs up or down stairs- Walks by self- Remembers actions and events- Begins to try to solve problems- Begins to use words |

(NOTE: This listing represents only a few behaviors that the child performs.)

CHILD DEVELOPMENT

UNIT V

HANDOUT 4--AGE-APPROPRIATE BEHAVIORS

Between 1 and 2 1/2 years of age

- Teeth appear
- Become able to focus eyes more effectively
- Needs less sleep
- Improved balance and agility
- Begins to control elimination functions
- Enjoys helping around house
- Vocabulary expands
- Moves from parallel play to play with other children
- Likes to empty and fill things

Between 3 and 4 years of age

- Growth continues
- Body movements more skilled
- More skilled in small muscle use
- Begins forming self-concept
- Uses language effectively
- Shows emotions readily
- Longer attention span
- Attaches names to objects
- Knows difference between boys and girls
- Catches innumerable diseases
- Feeds and dresses self
- Controls elimination
- Fantasizes
- Plays with many objects

Between 5 and 6 years old

- Skillfully controls body
- Skillfully uses large and small muscles
- Some permanent teeth appear
- Makes friends
- Effective memory skills
- Follows rules of games
- Thinks about the future
- Sticks to a task until finished
- Effectively cares for personal needs
- Plays alone or with others
- Is creative/imaginative
- Enjoys reading

(NOTE: This listing represents only a few of the behaviors that the child performs.)

CHILD DEVELOPMENT

UNIT V

HANDOUT 5--COMMUNICATION SKILLS

Naming game

As the young child begins to put words and phrases together, walk around the community or go to the grocery store, asking the child to name various objects or products; you may need to pronounce the name and ask the child to repeat it. You can also point out colors and sizes.

Pluralizing words

Give child (school age) a list of words and ask him/her to make them plural, such as:

Child = children	box = boxes
Key = keys	leaf = leaves
room = rooms	army = armies
sheep	foot = feet
ox = oxen	

Point out irregularities in word endings which are peculiar to the English language.

- Some plural words are formed by adding "es", which creates a second syllable (boxes).
- Some nouns ending in a consonant add an "en" or "ren" (children, oxen).
- If a noun ends in "y" preceded by a consonant, change "y" to "i" and add "es" (armies).
- Some nouns may be used as either singular or plural (sheep).
- Some nouns need only an "s" to make them plural (keys, rooms).

A word a day

As child begins increasing vocabulary, introduce the dictionary and a new word the child has not used before but comes in contact with daily. Discuss meaning and use with child. Child need not be able to read. Parent or care-giver can show child how dictionary is used to find words. Eventually when child can read, she/he will begin to assume responsibility for finding words.

Word rhymes

For fun, pair words that rhyme.

- bunny - funny
- loopy - goopy
- foggy - boggy
- ready - teddy

Discuss different word meanings so child knows meanings of rhyming combinations.

Word rhythms

Give child short phrases and then analyze which word(s) receive emphasis. Also give child words which let the tongue roll over them when l's and th's are used.

- a. Baby loves me. ("Baby" and "me" receive emphasis; tongue rolls over "loves.")
- b. Throw in the towel. ("Towel" receives emphasis; tongue rolls over th's.)
- c. The best is yet to be. ("Best," "yet," and "be" are emphasized; "the," "is", and "to" receive less emphasis.)

Songs

Singing any nursery rhyme or children's song helps child to sense the rhythm in language, learn new words and meanings, and have fun singing.

CHILD DEVELOPMENT

UNIT V

HANDOUT 6--FIRST AID FOR CHOKING INFANT

Steps:

1. Place child face down on arm with head lower than rest of body.
2. Support chest, neck, and jaw with one hand.
3. Give child four blows on back between shoulder blades.
4. If object is not released, turn child face up. Be sure head remains lower than rest of body.
5. Place fingers on chest between nipples and give four sharp thrusts. With small child, heel of hand may be used.
6. When child is faced up, check mouth to see if object can be removed with fingers.
7. Repeat steps 1, 2, and 3 alternately with steps 4 and 5.

(NOTE: Repeat steps as often as necessary, even if child is unconscious.)

8. CALL 911.

CHILD DEVELOPMENT

UNIT V

ASSIGNMENT SHEET 1--ROUTINES

Directions: Below is a series of case studies regarding children's routines. Analyze each case, then give four suggestions as to how the parent or care-giver should handle the situation.

1. Mary needs to do her weekly grocery shopping. She plans to take her toddler, Jimmy, with her to the supermarket. How can Mary make the outing a pleasant one for Jimmy and for herself?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
2. Fay hates to go to sleep at night. She throws a tantrum and upsets her parents. What can Fay's parents do to encourage independent sleep habits?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. Jerry always seems to be hyperactive when the family sits down to a meal. Once he gets to the table, he constantly jumps up and runs off, returns, then is off again. He hates to eat anything new. How can Jerry's parents help him develop more effective eating habits?
 - a. _____
 - b. _____
 - c. _____
 - d. _____

CHILD DEVELOPMENT

UNIT V

ASSIGNMENT SHEET 2--RECOGNIZING AGE-APPROPRIATE BEHAVIORS

Directions: Match the behavior expected of a child to the typical age.

BEHAVIORS	AGES OF CHILD
___ 1. Sits by self	a. 3 months
___ 2. Turns head at vocal sound	b. 6 months
___ 3. Stands and walks alone	c. 9 months
___ 4. Seems to catch many illnesses	d. 12 months
___ 5. First begins to control elimination functions	e. 1-2 1/2 years
___ 6. Likes to read	f. 3-4 years
___ 7. Gurgles and coos	g. 5-6 years
___ 8. Can feed self finger foods	
___ 9. Can think about the future	
___ 10. First teeth appear	

CHILD DEVELOPMENT

UNIT V

ASSIGNMENT SHEET 3--CHILD GUIDANCE

Directions: Review the child guidance situations and select the type of guidance each reflects.

- a. Direct guidance
- b. Emotional guidance
- c. Indirect guidance
- d. Inappropriate guidance

- ___ 1. Joan gets down on the floor to show her son how to pick up the blocks.
- ___ 2. Mary kisses Bethany's finger when she hurts it with her wooden truck.
- ___ 3. Each time Mark touches the glass vase, his father tells him to stop touching it.
- ___ 4. When Justin begins to crawl, his father removes cleaning fluids from the floor cupboard.
- ___ 5. Betty refuses to go to bed each evening so her parents allow her to stay up with them.
- ___ 6. Jeff tells Michael how to put his toys away.
- ___ 7. Jerry hits Betty again and again. Jerry's father reaches for Jerry and tells him to stop the behavior.

CHILD DEVELOPMENT

UNIT V

ASSIGNMENT SHEET 4--I THINK PLAY . . .

Directions: Complete the following sentences.

1. Play is _____

2. Play is valuable because _____

3. Play can have a negative effect if _____

4. Play helps children develop intellectually by _____

CHILD DEVELOPMENT

UNIT V

ASSIGNMENT SHEET 5--EVALUATE A CHILD'S TOY FOR SAFETY

Directions: Ask all students who have access to children's toys to bring one to class. Evaluate the toys according to the following criteria. Place a check in the column that indicates whether the toy should receive high, moderate, or low marks for safety.

For safety's sake, this toy receives:

(a) High marks	(b) Moderate marks	(c) Low marks	Criteria
—	—	—	1. Unbreakable construction
—	—	—	2. Smooth, rounded edges and corners
—	—	—	3. No small, removable parts
—	—	—	4. No long cords
—	—	—	5. Non-flammable
—	—	—	6. Safe, nontoxic coloring and materials
—	—	—	7. No glass or button eyes
—	—	—	8. Good balance (riding toys)
—	—	—	9. No shooting toys
—	—	—	10. Other

CHILD DEVELOPMENT

UNIT V

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

1. See the section on trips outside the home on HO 2 for appropriate answers.
2. Refer to the section on rest periods on HO 2 for appropriate answers.
3. See the section about feeding activities on HO 2 for appropriate answers.

ASSIGNMENT SHEET 2

- | | |
|------|-------|
| 1. c | 6. g |
| 2. a | 7. a |
| 3. d | 8. c |
| 4. f | 9. g |
| 5. e | 10. e |

ASSIGNMENT SHEET 3

- | | |
|------|------|
| 1. a | 4. c |
| 2. b | 5. d |
| 3. d | 6. a |
| | 7. a |

ASSIGNMENT SHEETS 4-5

Answers will vary. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

CHILD DEVELOPMENT

UNIT V

JOB SHEET 1--COMMUNICATIONS PLAN

Materials and equipment:

Children's books and other resources

Paper, pen

Procedures:

1. Review English books, dictionaries, poetry books, and word games to find possibilities for a child's communications activity.
2. Select one of the options below and develop an activity which you can carry out with a young child.
 - a. Word game
 - b. Poem/rhyming
 - c. Grammar
 - d. Story telling
 - e. Spelling
 - f. Song
3. Develop your activity. Include:
 - a. Directions for how it is to be carried out
 - b. Length of activity
 - c. Ways to motivate child to participate
 - d. How child's achievement will be reinforced
4. Submit activity to instructor for review before the next step.
5. Try out your activity with child.
 - a. Record how activity worked with child.
 - b. Record any changes needed to improve activity.
6. Submit report to instructor.

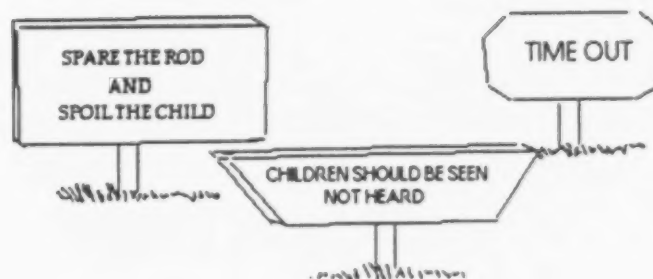
Evaluation: Upon completion of the activity, these criteria will be used to evaluate the performance. Circle the letter which reflects the level of performance. (a = low, e = high)

Level of Performance					Criteria
a	b	c	d	e	1. Prepared activity assisting child's communication
a	b	c	d	e	2. Included information requested in step #3
a	b	c	d	e	3. Activity reviewed by instructor before use
a	b	c	d	e	4. Activity used with child
a	b	c	d	e	5. Record kept of activity used
a	b	c	d	e	6. Submitted materials with good grammar and spelling
a	b	c	d	e	7. Submitted materials within required time limit

CHILD DEVELOPMENT

UNIT V

JOB SHEET 2--INTERVIEW PARENTS



Directions: Interview four parents of different aged children and ask what guidance and discipline philosophies they use with their children.

Have the philosophies and methods of discipline changed from generation to generation? If so, how?

CHILD DEVELOPMENT

UNIT V

JOB SHEET 3--CHILDREN'S PLAY ACTIVITIES

Materials and equipment:

Child play activity books
Pen

Procedures:

1. Develop a set of play activities for a preschooler. Plan for one outdoor activity, one indoor activity, and a quiet activity to be carried out before nap or bedtime.

2. Describe your three activities:

Outdoor activity

Indoor activity

Quiet activity

3. List the skill(s) each activity is designed to develop.

Outdoor activity

Indoor activity

Quiet activity

CHILD DEVELOPMENT--UNIT V
Job Sheet 3

Page 2

Evaluation: Upon completing the development of activities, evaluate the skills developed by placing a check to indicate which activity enhanced each skill.

Skills developed	Outdoor Activity	Indoor Activity	Quiet Activity
Large muscles			
Small muscles			
Hearing			
Sight			
Touch			
Smell			
Emotions			
Socialization			
Knowledge/ language			
Routine			
Imagination/ creativity			

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CHILD DEVELOPMENT--UNIT V
Job Sheet 3

Page 3

Discuss each activity's value for the child's development with classmates. Discuss the reactions of others to your activities. Record comments.

Evaluation: Did you . . .

- ___ 1. Develop three types of activities?
- ___ 2. List skills developed through activities?
- ___ 3. Analyze activities for skills developed?
- ___ 4. Carry out discussion of activities with others?
- ___ 5. Analyze reactions to activities?
- ___ 6. Complete activity within specified time period?

CHILD DEVELOPMENT

UNIT V

JOB SHEET 4--OBSERVATION OF CHILDREN

Directions: Observe children in a neighborhood school, day-care center, or other setting. Write a report to share with the class on what you observed. Suggestions to help you know what to observe are listed on this page. Maybe you can think of others. Enjoy the children and become fascinated with their activity.

1. Observe toys and play equipment.
What type of equipment do you see?

How are they grouped?

Which pieces of equipment are to help children develop large or small motor abilities and coordination?

2. What are the various reactions of different children to the same type of guidance or discipline?
3. Observe various routines such as hand washing, toileting, snack, story time, music, art, etc.
4. How do the children react when a parent comes to get them?
5. Identify habits and preferences which are unique to certain children.
6. Select an individual child and observe the child for a period of time. Describe the child's social interaction with other children.
7. What do you notice about the way the teachers talk to and work with the children?

CHILD DEVELOPMENT

UNIT V

JOB SHEET 5--DEMONSTRATE FIRST AID FOR A CHOKING CHILD

Materials and equipment:

Large doll
Handout 6

Procedures: Check off each step as observed.

- ☐ 1. Child placed correctly on arm
- ☐ 2. Chest, neck and head supported
- ☐ 3. Head kept lower than rest of body
- ☐ 4. Back blows delivered
 - ☐ a. In correct area
 - ☐ b. Four times
- ☐ 5. Child turned face up
- ☐ 6. Chest procedures used
 - ☐ a. Correct finger placement
 - ☐ b. Four thrusts
- ☐ 7. Mouth checked for object
- ☐ 8. Steps repeated alternately as necessary

CHILD DEVELOPMENT

UNIT V TEST

Part I--Matching: Match the child development stage with the age at which it is expected to occur by writing the letter in the space provided.

- | | |
|------------------------|---------------------------|
| ___ 1. Puberty | a. 0-12 months |
| ___ 2. Preschool child | b. 1-2 years |
| ___ 3. Adolescent | c. 3-4 years |
| ___ 4. Toddler | d. 7-8 years |
| ___ 5. Infant | e. 9-13 years for females |
| | f. 13 years and up |

Part II--Matching: Match the basic need **not** being met with the situation by writing the letter in the space provided.

- | | |
|---------------------------------|--------------------|
| a. Discipline | d. Safety |
| b. Cleanliness | e. Nutritious diet |
| c. Acceptance/emotional support | f. Rest |
-
- | |
|--|
| ___ 6. Child stays up late with parents and gets irritable |
| ___ 7. Infant is left alone in high chair |
| ___ 8. Infant develops rash due to infrequent diaper changes |
| ___ 9. Child given diet sodas when thirsty |
| ___ 10. Adolescent pressured by parents to excel |

Part III--Matching: Match the earliest age with the corresponding development by writing the letter in the space provided.

- | | |
|------------------------------|--------------|
| ___ 11. Stands and walks | a. 3 months |
| ___ 12. Begins to use words | b. 6 months |
| ___ 13. Controls elimination | c. 9 months |
| ___ 14. Gurgles and coos | d. 12 months |
| | e. 2-3 years |
| | f. 3-4 years |

Part IV--Multiple choice: For each multiple choice question, choose the best answer and write its letter in the space provided.

- ___ 15. Textured toys are especially good for which age group?
- a. Infants
 - b. Toddlers
 - c. Preschoolers
 - d. School-age
- ___ 16. Artistic play, such as painting or making collages, develops which of the following?
- a. Large muscles
 - b. Fine motor skills
 - c. Rhythm/coordination
 - d. Social skills
- ___ 17. Being self-centered, imaginative, and creative are typical emotional responses of a child of which age?
- a. Infant/newborn
 - b. Toddler
 - c. Preschooler
 - d. School-age
- ___ 18. At which age do children first begin to group themselves by sex?
- a. Infant/newborn
 - b. Toddler
 - c. Preschooler
 - d. School-age
- ___ 19. At which age is it typical for children to work hard at mastering skills?
- a. Toddler
 - b. Preschooler
 - c. School-age
 - d. Adolescent
- ___ 20. Who is required by law to report instances of child abuse?
- a. Teachers
 - b. Neighbors
 - c. Community leaders
 - d. Day care providers

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___ 21. At what age are children with special needs usually identified?

- a. Birth
- b. 3 months
- c. 6 months
- d. 1-2 years

Part V--Problem-solving: Below are situations regarding the child's emotional, social, and physical growth. Indicate a guidance technique to use with the child at his/her stage of development by writing your answer below each situation.

22. Jeff, a toddler, keeps hitting other children.

23. Mary, a preschooler, learns to tie her own shoelace.

24. Barry, an adolescent, is starting to stay out later with his friends on school nights; his grades are starting to suffer.

25. Beth, a toddler, recently learned to take care of her own toileting needs. Suddenly she begins soiling her pants.

Part VI--Short Answer: Write brief responses to these statements or situations.

26. Identify one routine you can use to help a child.

- a. Resting
- b. Playing
- c. Feeding

27. Identify an activity a child can perform to develop communication skills.

28. Explain the difference between discipline and punishment.

29. Below are instances where child guidance is needed. Review each situation, then give the appropriate guidance technique that should be used.

- a. Care-giver constantly says "no" to whatever child does.
- b. Child refuses to eat food, will not go to bed at expected time, and breaks toys while playing.
- c. Child is told to carry out several tasks at once; after doing first task, others are forgotten.

30. List three features of a toy that make it safe for a child.

- a.
- b.
- c.

31. List one safety precaution that should be taken to keep a child safe in the home.

32. Name one disease a child should be immunized against and when the immunization should be given.

CHILD DEVELOPMENT
ANSWERS TO UNIT V TEST

Part I:

1. e
2. c
3. f
4. b
5. a

Part II:

6. f
7. d
8. b
9. e
10. c

Part III:

11. d
12. d
13. f
14. a

Part IV:

15. a
16. b
17. b
18. d
19. c
20. a
21. d

Part V:

22. May need to physically restrain child from hurting others or separate him from playmates.
23. Praise Mary for learning a new skill.
24. Establish/reinforce rules for Barry's behavior on school nights, then stick to them.
25. Give child emotional support and continue to encourage her to take over toileting responsibilities.

Part VI:

26. Refer to HO 4 for appropriate responses.
27. Answers will vary but should reflect activities involved with HO 5.
28. Discipline refers to helping the child act in desirable behavior. Discipline helps child learn accepted behaviors, while punishment does not.
29. a. Redirect behavior; show child what to do.
b. Routines need to be established to help child learn expectations.
c. Give one set of directions at a time to reduce confusion.
- 30-31. Answers should be based on Information Sheet, Section XII.
32. Refer to HO 1 for an appropriate response.

Home Economics I

Food and Nutrition Unit VI

Cross-Reference Table of Instructional Materials

Competency*	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
	1					1-8	
B1	2	1				16	
B2	3			1			
B3	4			2, 3	1	17, 24	
B4	5	2, 3	1	4, 5		25, 31	
B5	6	4			2	18, 26	
C	7	5			3	19, 27-28	
D	8		2	6, 7, 8		32-33	
E	9	6, 7		9		21	
F	10			10	4	22	
G	11	8	3	11, 12	5		
H	12					23	
I, J	13		4, 5	13		9-10, 12, 20	
K	14	9, 10	6		6	11, 13-15, 29-30	

* From Home Economics I Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

FOOD AND NUTRITION

UNIT VI

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to evaluate food habits, make a personal exercise plan, plan balanced meals, use the kitchen efficiently, follow safe and sanitary practices when handling food, and prepare nutritious foods. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and Job Sheets and by achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, MATCH TERMS AND DEFINITIONS RELATED TO FOOD AND NUTRITION by achieving 100 percent accuracy on the Unit Test.
2. Based on the content outline and Transparency Master 1, REVIEW BASIC NUTRITIONAL REQUIREMENTS by achieving 100 percent accuracy on the Unit Test.
3. Based on the content outline, DISTINGUISH BETWEEN NUTRITIONAL FACTS AND FALLACIES by completing Assignment Sheet 1.
4. Based on the content outline, EVALUATE PERSONAL FOOD HABITS by completing Assignment Sheets 2, 3, and 4 and Job Sheet 1 and by achieving 100 percent accuracy on the Unit Test.
5. Based on the content outline, Transparency Masters 2 and 3, and Handout 1, MAKE A PERSONAL FOOD PLAN by completing Assignment Sheets 4, 5 and by achieving 100 percent accuracy on the Unit Test.
6. Based on the content outline and Transparency Master 4, MAKE A PERSONAL EXERCISE PLAN by completing Job Sheet 2 and achieving 100 percent accuracy on the Unit Test.
7. Based on the content outline and Transparency Master 5, DEMONSTRATE GROCERY SHOPPING TECHNIQUES by completing Job Sheet 3 and achieving 100 percent accuracy on the Unit Test.
8. Based on the content outline and Handout 2, PLAN BALANCED MEALS by completing Assignment Sheets 6, 7, and 8 and by achieving 100 percent accuracy on the Unit Test.
9. Based on the content outline and Transparency Masters 6 and 7, ESTABLISH AN ATMOSPHERE FOR EATING by completing Assignment Sheet 9 and by achieving 100 percent accuracy on the Unit Test.
10. Based on the content outline, USE KITCHEN EQUIPMENT by completing Assignment Sheet 10 and Job Sheet 4 and by achieving 100 percent accuracy on the Unit Test.

11. Based on the content outline, Transparency Master 8, and Handout 3, FOLLOW, CREATE OR CONVERT RECIPES by completing Assignment Sheet 11 and Job Sheet 5.
12. Based on the content outline, DEMONSTRATE KNOWLEDGE OF FOOD PRESERVATION by achieving 100 percent accuracy on the Unit Test.
13. Based on the content outline and Handouts 4 and 5, DEMONSTRATE KNOWLEDGE OF APPROPRIATE METHODS OF KITCHEN CLEAN-UP AND SAFE AND SANITARY PRACTICES by completing Assignment Sheet 13 and by achieving 100 percent accuracy on the Unit Test.
14. Based on the content outline, Transparency Masters 9 and 10, and Handout 6, PREPARE NUTRITIOUS FOODS by completing Job Sheet 6 and by achieving 100 percent accuracy on the Unit Test.

FOOD AND NUTRITION

UNIT VI

SUGGESTED ACTIVITIES

- A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

- B. Make transparencies.
- C. Provide students with Objective Sheet.
- D. Discuss Unit and Specific Objectives.
- E. Provide students with Information Sheet.
- F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

- G. Provide students with Handouts, Assignment and/or Job Sheets prior to the demonstration of the procedures.
- H. Give test.
- I. Evaluate test.
- J. Reteach if necessary.

CONTENT OF THIS UNIT

- A. Cross-Reference Table of Instructional Materials
- B. Objective Sheet
- C. Suggested Activities
- D. Information Sheet
- E. Transparency Masters
 - 1. TM 1--It's Fiber . . .
 - 2. TM 2--Dietary Guidelines
 - 3. TM 3--Choose a Variety
 - 4. TM 4--Weight Control
 - 5. TM 5--Grocery Shopping
 - 6. TM 6--Enjoy a Pleasant Meal

7. TM 7--Set a Buffet Table
8. TM 8--Accuracy in Following Recipes
9. TM 9--Preparing Nutritious Foods
10. TM 10--Food Preparation

F. Handouts

1. HO 1--Choose a Variety
2. HO 2--Typical Meal Patterns for Daily Meals
3. HO 3--Standard Measures
4. HO 4--Cleaning Kitchen Equipment
5. HO 5--Prevent Food Hazards
6. HO 6--Kitchen Group Responsibilities

G. Assignment Sheets

1. AS 1--Nutritional Facts and Fallacies
2. AS 2--Food Likes/Dislikes
3. AS 3--Personal Food Habits Evaluation
4. AS 4--Personal Food Consumption
5. AS 5--Personal Food Plan
6. AS 6--Balanced Diet
7. AS 7--Plan Balanced Meals
8. AS 8--Menu Planning
9. AS 9--Table Setting
10. AS 10--Kitchen Safety
11. AS 11--Recipe Conversion
12. AS 12--Working with Recipes
13. AS 13--Kitchen Clean-up

H. Answers to Assignment Sheets

I. Job Sheets

1. JS 1--Foods and Feelings
2. JS 2--Exercise
3. JS 3--Grocery Shopping
4. JS 4--Kitchen Equipment
5. JS 5--Recipe Terms
6. JS 6--Food Preparation Plan

J. Unit Test

K. Answers to Unit Test

REFERENCES USED IN DEVELOPING THIS UNIT

- A. Connor, Sonja L. and William E. The New American Diet. New York: Simon & Schuster, Inc., 1986.

- B. Hamilton, Eva May, Eleanor N. Whitney, and Frances S.Sizer. Nutrition: Concepts and Controversies. St. Paul, MN: West Publishing Co, 1988.
- C. Kowtaluk, Helen. Discovering Nutrition. Peoria, IL: Bennett and McKnight Publishing Co., 1986.
- D. Largen, Velda L., and Deborah L. Bence. Guide to Good Food. South Holland, IL: Goodheart-Willcox Co., Inc., 1992.
- E. Ohl, Suzzane, Robert Duyff, and Doris Hasler. Guide to Modern Meals. New York: McGraw-Hill Publishing Co., 1985.

HELPFUL RESOURCES

- A. The following resources are published by and available from The Learning Seed, 330 Telser Road, Lake Zurich, IL 60047. (800/634-4941)
 1. Calorie Awareness Training (software for Apple II and IBM). 1989.
 2. Cholesterol Countdown (software for all Apple II computers). 1989.
 3. Fast Food: The Video. 1992.
 4. Fatjack (software for Apple II computer). 1986.
 5. Food Safety (filmstrip and video). 1986.
 6. Kitchenware: A Quality Guide (video). 1989
 7. Lifetime Weight Control (filmstrip and video). 1988.
 8. Nutrition Kit: Eating Sensibly (filmstrip and video). 1987.
 9. The Grocery Games (software for Apple II computer). 1986.
 10. What's in the Food: Additives (filmstrip and video). 1983.
 11. Winning the Grocery Game (filmstrip and video). 1986.

FOOD AND NUTRITION

UNIT VI

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

- A. Additive--a substance added to a food to enhance flavor, change texture, act as a preservative, change color, and/or improve nutritional value.
- B. Amino acid--"building blocks" of proteins which help the body use protein more effectively.
- C. Calorie--unit used to measure the energy supplied by foods.
- D. Cholesterol--a waxy substance made in the body which is a part of each cell and which coats the nerves. Limited amounts are essential for healthy nerves and hormone levels. Excessive amounts of cholesterol have been associated with heart and circulatory diseases in some people.
- E. Course--one of several major divisions of a meal, such as the dessert course or the salad course. A course may include more than one food, such as the main course (meat, potatoes, and a vegetable).
- F. Enriched foods--foods having nutrients added to them during processing to increase their nutritional value.
- G. Enzymes--substances which help break down food, aid digestion, and help the body use and metabolize nutrients.
- H. Food habits--practices followed when eating, such as eating certain foods at certain times.
- I. Hormones--chemicals produced in glands that control body growth and functions.
- J. Menu planning--process of deciding what foods to eat at various meals over a period of time.
- K. Nutritional labeling--information which appears on food products to inform consumers of the food's nutrient levels.
- L. Nutrients--substances in food which serve to nourish the body. Nutrients are classified as vitamins, minerals, water, proteins, carbohydrates, and fat. Essential nutrients are required to maintain life.
- M. RDA (Recommended Dietary Allowances)--guide to suggested daily intake levels of certain nutrients needed for good health.
- N. Carbohydrates--nutrients that supply the energy needed for activities; includes starches, sugars, and fiber.

O. USRDA (United States Recommended Daily Allowances)--a simplified version of the RDA, usually given as a percentage.

P. Whole grains--grains that have not had any parts removed.

II. Basic nutritional requirements

(Objective 2; TM 1)

A. Nutrients build and repair body tissue and keep us functioning normally.

B. Necessary body nutrients

1. Carbohydrates

- a. Come from starches, sugars, and fiber (cellulite)
- b. Provide energy
- c. Help the body use protein and fat

2. Fats

- a. Vary in saturation, depending on the amount of hydrogen they have
- b. Saturated fats contain cholesterol, which is generally solid and comes from animal sources.
Example: butter
- c. Unsaturated fat--liquid, and usually comes from plant sources
Example: olive oil
- d. Supply twice the energy of proteins and carbohydrates
- e. Provide fat-soluble vitamins (A, D, E, K)
- f. Make foods taste more palatable
- g. Are high in calories
- h. Are sources of cholesterol

3. Proteins

- a. Help regulate body systems
- b. Provide essential amino acids, which are converted into body proteins
- c. Contribute to growth and repair of body cells

4. Vitamins

- a. Help to digest, absorb, and metabolize food so it can be used by the body
- b. Enable the body to use food energy

5. Minerals

- a. Are constituents of many enzymes and hormones
- b. Help to maintain a balance of body fluids
- c. Help to convert food to energy
- d. Are integral components of bones and teeth (calcium)
- e. Play an important role in oxygen transport (iron)

6. Water

- a. Makes up about two-thirds of body weight
- b. Carries nutrients to cells
- c. Carries waste products from the body
- d. Allows nearly all the body's reactions to take place
- e. 6-8 glasses of water needed each day (8 oz. glass)

C. In order to be healthy, the body requires a balance of nutrients from a variety of foods.

- D. Nutrient needs vary with age, size, sex, body build, and other factors.
- E. A balance of nutrients in the body helps all nutrients work together to promote health.

III. Nutritional facts and fallacies

(Objective 3; AS 1)

- A. Consumers are faced daily with numerous myths about food.
- B. Many people believe unsound myths about food/food habits and waste a great deal of money.
- C. Because of these beliefs about food, people may get involved in "food fads".
 - 1. Eliminate certain foods from their diet because they believe them to be unhealthy
Example: red meat
 - 2. Believe that some foods have extraordinary powers to maintain health or prevent disease
Example: High fiber foods prevent cancer.
 - 3. Place emphasis on eating only "natural" foods
- D. In order to separate fact and fiction about food:
 - 1. Seek out information written or developed by knowledgeable persons such as registered dieticians and nutritionists. These authorities use reliable research to back up their statements.
 - 2. Use the resources of cooperative extension services to obtain factual information about nutrition, food habits, and food preparation.
 - 3. Look for nutritional labeling on food products. (Be wary of claims that a food product can perform miracles.)

IV. Personal food habits

(Objective 4; AS 2, 3; JS 1)

- A. Food habits are developed at an early age.
- B. The food habits you learn may be beneficial or harmful.
- C. Many things influence what you eat.
 - 1. Culture
 - 2. Religion
 - 3. Availability of different types of food based on geographical locations
Example: Because of availability, Japanese include more fish in their diet and Americans more red meat.
- D. Your family's meal patterns can influence the way you feel about food.
 - 1. Some families never eat meals together because of habit or busy schedules.
 - 2. Some families require that everyone sit down together for a meal at least once a day.

- E. Your friends can influence your eating habits.
- F. The media can have a major influence on eating habits. Advertisements try to tell you to overeat, stop eating, eat only certain types of foods, and react to foods in specific ways.

V. Personal food plans

(Objective 5; TM 2, 3; HO 1; AS 4, 5)

- A. Children and adults need the same basic foods to supply nutrients. The amounts needed vary with an individual's size, age, sex, and physical activity.
- B. The goal for food consumption is to get enough foods from each of the food groups to stay healthy, to maintain a weight level appropriate to body size, and to balance food intake with sufficient exercise.
- C. The USRDA can help determine how much of a specific nutrient you need per day over a period of time. This information is found on food labels and charts with the amount indicated in a percentage.
- D. Nutrient information is available on the label of many food products to help consumers select appropriate foods.
- E. To create nutritious meals you can follow the recommendations for the number of servings given in the basic food groups and obtain the RDAs you need each day.
- F. Nutrient information is available on the label of many food products to help consumers select appropriate foods.
- H. Research on the typical American diet indicates that Americans consume too much cholesterol, fat, salt, and sugar. Also, a large portion of the population is overweight.
- I. Recommendations for changing American diets include:
 - 1. Reducing fat intake
 - a. Limit or avoid fried foods, chocolate, and pastries.
 - b. Reduce intake of butter, margarine, vegetable oils, salad dressings, and mayonnaise.
 - c. Monitor intake of nuts and peanut butter.
 - d. Trim meats of excess fat and choose leaner cuts of beef and pork.
 - e. Remove the skin from poultry.
 - f. Try broiled or baked seafood in place of fried.
 - g. Substitute yogurt and low-fat milk and cheese for higher fat dairy products.
 - 2. Increasing carbohydrate intake
 - a. Increase number of servings of breads and cereals.
 - b. Increase daily fruit and vegetable servings.
 - c. Incorporate legumes or dried beans into the diet more often.
 - 3. Reducing salt or sodium intake
 - a. Use fresh or frozen vegetables rather than canned.
 - b. Limit canned soups and processed or fast foods.
 - c. Salt foods only after tasting.
 - d. Try spices, herbs, and lemon juice to replace salt.

4. Reducing sugar consumption
 - a. Limit sugary snacks, cereals, and desserts.
 - b. Substitute water or fruit juices for soda.
5. Maintaining appropriate body weight
 - a. Limit calorie intake.
 - b. Exercise to help maintain desirable weight.

VI. Exercise

(Objective 6; TM 4; JS 2)

- A. An exercise plan can help you maintain your weight and improve your appearance.
- B. Weight control requires that energy intake (calories from food) be balanced with energy output (calories burned).

(NOTE: To lose one pound in weight requires burning 3,500 more calories than you take in.)

- C. All activities, including sleep, use up calories.
- D. Exercise can firm and tone muscles, improve circulation, and increase your feeling of well-being.
- E. Use exercises which involve large muscles (arms/legs) in continuous motion for 15-60 minutes.
(NOTE: Walking, bicycling, and swimming are effective exercises to burn body fat.)
- F. Work into an exercise routine gradually. Start with 15 minutes and gradually work up to 60 minutes per day.

VII. Grocery shopping techniques

(Objective 7; TM 5; JS 3)

- A. Food costs account for a substantial portion of the family budget.
- B. There are many different types of stores which sell groceries. Choose a store which provides the services you want at the prices you want to pay.
 1. Chain supermarkets--Stores have the same name and are part of a larger company.
 2. Independent supermarkets--Each store is owned by a specific individual or group.
 3. Discount (warehouse) supermarkets--These "no frills" stores have few services. The cost of products is generally lower, and customers usually have to bag and carry their own groceries.
 4. Neighborhood grocery stores--These small, locally owned stores may carry only a limited selection of products.
- C. Tips to get the most for your food dollar
 1. Use a shopping list to save time and money.
 2. Plan menus for a week and make a list of the foods you will need for that time.

(NOTE: Buying weekly instead of daily reduces costs and saves time.)

3. Check supplies you have on hand so you do not overbuy.
 4. To reduce the amount of time spent looking for items at the store, organize your list so that similar foods are grouped together.
 5. Plan around weekly specials.
 6. Take advantage of coupons.
- D. Read food product labels to make sound choices.
1. Avoid products that are high in sugar and salt.
 2. Determine whether you will receive appropriate nutrients from the food.
 3. Look at additives which may cause allergic reactions in some individuals.
- E. Take advantage of other labeling information.
1. Product dates indicate how long an item will remain fresh.
 2. Unit pricing gives the price per ounce (or other unit) and makes it easier to compare prices among items with unlike net weights.
 3. The Universal Product Codes are scanned, reducing checker error.
(NOTE: Watch carefully on items that are marked down. The marked-down price is not always entered into the computer system.)
- F. Other factors that affect price and value
1. Product brands
 - a. National brand names are more easily recognized by the consumer.
 - b. Generic brand products are generally less expensive than national brands.
 - c. Try the generic brand product once before stocking up to make sure of quality.
 2. Method of packaging--Whether a product is fresh, frozen, or canned may affect its cost, quality, aesthetic properties, and nutritional value.
 3. Amount of preparation--Foods that have been highly processed are generally more expensive.
 4. Sales--An item advertised at a price lower than necessary for the store to make a profit on it is called a "loss leader." Stores use loss leaders to bring customers in, assuming that they will buy other things which are not on sale. If the other items are overpriced or available for less elsewhere, the overall purchase is not a good buy.
- G. Guidelines to keep in mind when purchasing food
1. Meat, poultry and fish
 - a. Meat for consumers is graded by U.S. Government standards as Prime, Choice, or Good. Deciding which grade to buy depends on what you plan to prepare. Prime meat is more marbled and has the most fat. Choice meat has more marbling and is more tender than the Good grade. The Good grade is being replaced with the term Select to improve consumer attitude to this leanest cut of meat.
 - b. Decide how much meat to purchase by analyzing the amount needed per serving.
 - (1) For meat containing bones, buy one pound per person.
 - (2) For ground or stew meat, buy one-quarter pound per person.
 - (3) For chicken, buy one-quarter to one-half pound per person.
 - (4) For fish, buy one-quarter pound per person.
 - c. Meat tends to be a high-cost item.

- (1) Mix high-cost meat with low-cost vegetables to stretch the number of servings.
 - (2) Buy whole items and cut them into parts yourself.
 - (3) Choose less tender, leaner cuts of meat and cook them slowly with moist heat methods to tenderize them.
2. Milk products
 - a. Choose one form of milk for drinking and a less expensive form, such as dry or canned, for food preparation.
 - b. Check the label for fat content--the higher the fat content, the higher the price and the more calories per serving.
3. Cereals
 - a. Check the unit price of these products to determine the best buy.
 - b. Try generic brand products, which are usually lower in price and equal in nutrient values.
 - c. If you buy grain products in bulk, be sure that they are free of bugs, that they are packaged in clean containers, and that the utensils for handling them are clean.
 - d. Avoid products which are high in sugar.
 - e. Compare prices of various forms of these items, then choose the form that best meets your needs.
4. Fruits/vegetables
 - a. Check fresh fruits and vegetables to be sure they are firm, of good color, unscarred, plump, and free from bruises.
 - b. Buy fresh fruits and vegetables when they are in season and when costs are low. Use other forms in the off season.
 - c. Buy fruits that are ripe unless they can be successfully ripened at home, e.g., bananas.

VIII. Planning balanced meals

(Objective 8; HO 2; AS 6, 7, 8)

A. Nutritive value of food resources

1. Each food group provides certain essential nutrients.
 - a. The milk group provides protein; vitamins B, A, and D; calcium; and phosphorus.
 - b. Meat products furnish protein, iron, thiamin, and niacin.
 - c. The fruit/vegetable group, high in carbohydrates, provides vitamins A and C and fiber.
 - d. Grain products furnish B vitamins, iron, and fiber.
 - e. The "other" group provides primarily fat and carbohydrates.
2. Choosing a variety of foods within each group helps to assure that we obtain all the necessary nutrients our bodies need to function.

B. Meal planning based on family size

1. Family size will partially determine the content of family meals.
2. Because lifestyles differ among families in our society, many different meal patterns exist.
3. It is important to understand the nutritional needs of all family members in order to purchase and prepare the food necessary for each family member's health and age.

C. Meal planning based on sex and ages of family members

1. Use the Basic Food Guide to help select a variety of foods in adequate quantities.
 - a. Milk group--four servings daily for teenagers
 - b. Meat group--two or more servings daily
 - c. Fruit/vegetable group--four or more servings daily
 - d. Grain group--four or more servings daily
2. For a more complete RDA listing for specific age groups, refer to the latest "Recommended Dietary Allowances" suggested by the Food and Nutrition Board, National Academy of Sciences, National Research Council.
(NOTE: This information can be obtained from the local cooperative extension service or the United States Department of Agriculture, Washington, D.C.)

D. Guidelines for meal planning based on special needs of family members

1. Children
 - a. Follow the guidelines set forth by your physician or other health professional.
 - b. Limit salt, spices, and sweeteners.
 - c. For toddlers, serve smaller portions or grind foods.
 - d. Exclude foods containing caffeine such as sodas.
 - e. Exclude foods with little nutritional value.
 - f. Offer nutritious snacks between meals.
 - g. Offer foods which introduce a variety of flavors, colors, and textures.
 - h. Limit foods with sugar substitutes.
2. Young adults
 - a. Eat a healthy combination of foods.
 - b. Avoid fad diets.
 - c. Combine an exercise program with a balanced diet to achieve desirable body weight.
3. Older adults
 - a. Strive to maintain appropriate weight for sex and height.
 - b. If activity level drops, reduce calorie intake by limiting foods high in fats and sugar.
4. Pregnant women
 - a. Increase servings of food from the basic food groups to meet additional requirements.
 - b. Include vitamin/mineral supplements on the advice of a physician.
 - c. Do not go on a weight-reducing diet at this time.
 - d. A pregnant teenager needs additional nutritional supplements, as well as an excellent diet, to provide both for her own growth and that of her child.
 - e. Nursing mothers need additional calories and nutrients to maintain their own health and supply milk for the child.
5. One or more family members may require a special diet at some point during his/her lifetime.
 - a. A special diet may require that:
 - (1) One or more food items be limited or eliminated from the diet
 - (2) Medication be prescribed which may affect the way nutrients are used in the body
 - (3) The textural properties of foods be adjusted. Softer foods or a liquid diet may be indicated for a period of time.

- b. Dieticians and doctors can assist with meal planning and preparation, should major changes in the diet become necessary.

E. Availability of food

1. The kind, quantity, and price of food available in your area depends upon the climate and geography of the area.
2. Because the U.S. has a large transportation industry and good roads, many fruits and vegetables are available even in areas where they do not grow or have only a short growing season.
3. Foods are most readily available when they are in season and may be less expensive than canned or frozen varieties at that time of the year.

F. Menu planning

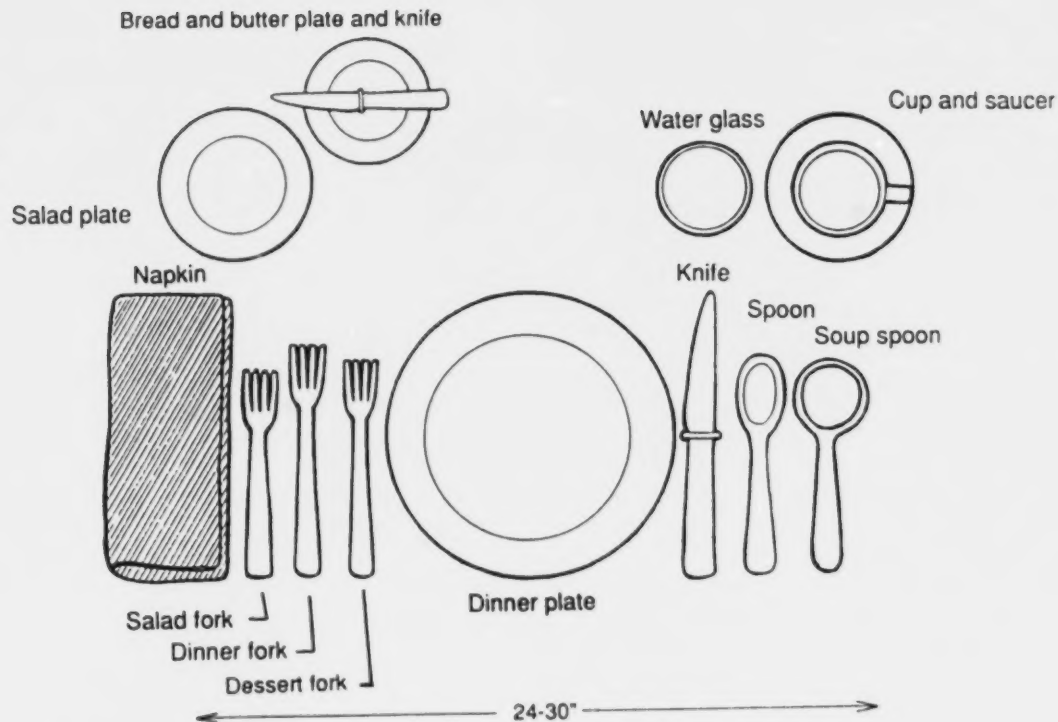
1. Consider:
 - a. Family size
 - b. Nutritional needs
 - c. Family activities
 - d. Age of family members
 - e. Food preferences
 - f. Special food needs of family members, if applicable
 - g. Food budget
 - h. Time available for preparation
2. Include:
 - a. Main dish
 - b. Bread/cereal
 - c. Vegetables/fruits
 - d. Salad
 - e. Dessert
 - f. Beverage
 - h. Snack items
3. Meals should include a variety of foods to assure that family members receive a wide range of nutrients.
4. Consider these criteria.
 - a. **Food color:** Some colors go together better than others. A variety of colors makes the table more attractive.
 - b. **Size/shape:** Food looks more attractive and appealing when there is a variety of sizes and shapes on the plate.
 - c. **Texture:** Mix soft foods with foods having a rougher texture to create interest.
 - d. **Temperature:** A mix of hot and cold foods makes a meal more interesting.
 - e. **Flavor:** A mix of flavors in a meal stimulates the appetite.
 - f. **Rich/bland:** Combine highly seasoned, rich foods with those that are less pungent and/or heavy.
5. Menu writing
 - a. List foods in the order they will be served.
 - b. Place the dessert at the end of the menu.
 - c. Follow the dessert with the beverage.
6. Evaluating menus
 - a. The goal of menu planning is to create meals which are nutritious and appealing to family members.

- b. Review the finished menu to be sure that you have included a variety of colors, textures, flavors, and aromas.
- c. Include a variety of foods from each food group.

IX. Establishing eating area atmosphere

(Objective 9; TM 6, 7; AS 9)

Formal Table Setting



A. Setting the table

1. Basic rules apply to all meals.
2. Tableware
 - a. Each place setting takes about 24-30 inches of table space.
 - b. All items used are placed about one inch from the table edge.
 - c. The plate is placed in the center of the space.
 - d. Knives are placed to the right of the plate with the blade edge toward the plate.
 - e. Spoons are placed to the right of the knives.
 - f. Forks are placed to the left of the plate.
 - g. When more than one knife, fork, or spoon will be used, they are placed in the order of use with the first pieces to be used on the outside.
 - h. The napkin is placed on or above the plate, or to the left of the fork.
 - i. The glass is placed above the tip of the knife.

- j. Other items may be added to this typical place setting, such as bread and butter plates, soup or salad bowls, cups, and saucers.

B. Serving the meal

1. There are many ways to serve meals.
 - a. **Family style or informal service:** Food is placed in serving dishes, which are placed on the table. The serving dishes are passed among family members and each takes the food portion he/she desires. All food should be passed in the same direction.
 - b. **Plate service or restaurant style:** Put the food directly on the plates in the kitchen before serving.
 - c. **English service or formal style:** The food is brought to the table in serving dishes and served. As each course is finished, the dishes are removed.
(NOTE: This serving style is used more frequently in restaurants than in homes.)
 - d. **Buffet service:** All food is placed on a table in serving bowls or plates. Tableware and utensils are placed at one end of the table. Each person takes a plate and utensils and helps himself/herself to food from the serving dishes. They then carry their filled plates and utensils to a table or seating area to eat.
2. The serving method for a meal will depend on the occasion, the number of people, and the amount of time and space available in the setting.
3. More important than the type of service used is the conduct of those having the meal.
To enjoy a pleasant meal:
 - a. Come to the table on time.
 - b. Place your napkin on your lap.
 - c. Wait to eat until everyone is served.
 - d. Ask politely for seconds, if desired.
 - e. Sit straight with only one hand on the table at a time.
 - f. Cut foods into small pieces and chew quietly with your mouth closed.
 - g. Swallow all food in your mouth before speaking.
 - h. Use the appropriate utensil for the food. For example, if a salad fork is provided, use it for the salad.
 - i. Speak quietly. Avoid conversations of questionable content.

X. Kitchen equipment

(Objective 10; AS 10; JS 4)

A. Kitchen utensils and tools

1. Measuring utensils
 - a. Liquid measuring cups
 - (1) 1, 2, or 4 cup size
 - (2) Metric or American standard
 - b. Dry measuring cups
 - (1) Used for flour, sugar, shortening, etc.
 - (2) Can be purchased in sets of 1 cup, 1/2 cup, 1/3 cup, and 1/4 cup
 - c. Measuring spoons--purchased in sets of nested spoons to measure 1 tablespoon, 1 teaspoon, 1/2 teaspoon, and 1/4 teaspoon

- d. Thermometers--Several types may be needed for specific purposes, such as candy making, meat preparation, and equipment testing to assure that correct temperatures are maintained.
- 2. Mixing equipment
 - a. Bowls--come in a range of sizes and materials
 - b. Spoons--may be wooden, plastic, or metal and are used for blending and lifting or draining food
 - c. Sifter--used to aerate dry materials such as flour
 - d. Beater--used to aerate liquid materials such as eggs
 - e. Wire whisks--used to aerate foods and to blend ingredients
 - f. Spatulas--used to lift and fold ingredients or foods; may be rubber or metal
- 3. Equipment for preparing food
 - a. Includes knives, vegetable and pastry brushes, colanders, tongs, pastry cloths, strainers, cutting boards, trays, shredders, can openers, and meat forks
 - b. Good quality preparation equipment, especially knives, makes food preparation easier and faster.
- 4. Baking equipment
 - a. Most pans are standard sizes so that they can be used appropriately with specific recipes.
 - b. Baking equipment includes various sizes of cake pans; cupcake, pie, and loaf pans; cookie sheets; and cooling racks. Many other times are also available.
- 5. Range-top equipment--frying pans, griddles, saucepans, Dutch ovens, pressure cookers, coffee pots, and double boilers
- 6. Small appliances--electric frying pans, mixers, toasters, food processors, and numerous other appliances

B. Use and care of kitchen equipment

- 1. Follow manufacturer's directions when caring for kitchen equipment.
- 2. Wash/clean utensils carefully and return them to the area where they are kept.
- 3. Utensils, bakeware, and other items should be cool before they are placed in water so they do not warp or break.
- 4. To prevent scratching, do not use sharp objects or knives on metal pans.
- 5. Do not allow stains to build up on cooking implements.

C. Follow general safety guidelines when preparing food.

- 1. Turn cookware handles inward when preparing food on top of the range.
- 2. When you lift the cover from a hot pan, turn the lid away from you.
- 3. Use pot holders when handling hot pans.
- 4. Avoid adding liquid to hot fat.
- 5. Never use pots or pans with loose handles.
- 6. Never cook while wearing loose clothing that could catch on handles and tip over pans or catch fire.
- 7. If something boils over, clean up as soon as the burner is cool enough.
- 8. Use baking soda to put out a fire caused by fat. Do not use water or flour because the flame will become more severe.
- 9. Avoid using electrical appliances with wet hands.
- 10. Insert and remove beaters on the electric mixer while it is not plugged in.
- 11. Plug only one or a limited number of appliances in to one outlet.
- 12. Keep fingers away from knife blades.

13. Sharpen knives for safety and efficiency.
14. Use a cutting board when you use knives.
15. Use the right sized knives for each cutting task.
16. Wash and dry knives individually after use. Do not allow steel knives to rust.
17. Store knives safely so you will not get cut when you reach for them.
18. Avoid using knives for opening bottles or making holes in covers.
19. Keep cabinet doors closed so you do not bump your head.
20. Wipe up spills immediately.
21. Sweep up broken glass. Wipe up small shards with damp paper towels.

D. First aid suggestions for kitchen accidents

1. Cut
 - a. Apply a clean gauze pad and apply pressure to control bleeding.
 - b. Wash minor cuts with soap and water, blot dry, and apply clean bandage.
 - c. For a deep or long cut, consult a physician to determine whether stitches are needed.
2. Burn
 - a. Immerse area in cold water, blot dry, and apply a dry, clean gauze dressing.
 - b. With severe burns, immerse area in cold water for longer time, blot dry, and apply a dry, clean gauze dressing. Do not apply preparations to severe burns. Consult a physician.

XI. Recipes

(Objective 11; TM 8; HO 3; AS 11, 12; JS 5)

A. Recipe selection

1. When choosing a recipe, consider the following:
 - a. Skill in food preparation
 - b. Equipment needed to prepare the food
 - c. Preparation time
 - d. Number of people served
 - e. Available ingredients
 - f. Cost of preparation
2. Select a recipe from a reliable source.
(NOTE: Sometimes recipes from newspapers or those copied for you by friends have ingredients missing or have incorrect amounts.)

B. Recipe directions

1. A recipe is a set of directions for turning out a specific product.
2. To create the product, you must:
 - a. Understand the ingredient list and have the items on hand.
 - b. Follow each recipe step exactly and be sure you know how to do each.
 - c. Be sure you understand all cooking terms used in the recipe.
 - d. Prepare baking dishes or pans according to directions.
 - e. Set cooking/baking temperature accurately.
 - f. Know how to handle the finished product so that it retains its color, texture, and shape prior to serving.

- g. Check the recipe to make sure it will produce the desired number of servings.
- h. Follow all safety precautions.

C. Advanced cooking terms

1. More advanced and difficult recipes will require knowledge of more advanced food preparation terms.
2. Some of the more advanced food terms you may encounter are mince, grind, flake, puree, marinate, skewer, pierce, whip, fold, dredge, scald, poach, stir-fry, and fricassee.

D. Advanced cooking skills

1. Successful cooking
 - a. Use the ingredients indicated in the recipe, when possible.
 - b. Know when a different item can be substituted for one in the recipe and how much of the different item to use.
(NOTE: Some cookbooks have a section on substitutions.)
 - c. Become familiar with herb and spice substitutions, such as the amount of a dry spice to substitute for a fresh one.
 - d. Use more complex equipment such as food processors, blenders, and other small appliances.
2. Try out more advanced recipes to develop skill in working with more complex food preparation procedures.

E. Recipe conversion

1. Substitutions--Recipes can be converted to make them more usable. Use appropriate item substitutes. (Consult the substitution section of the good cookbook if you lack an ingredient. You may be able to substitute without changing the quality of the product. Example: All-purpose flour may be substituted in correct proportions for cake flour.)
2. Packaging equivalents--If a recipe calls for a specific amount, your cookbook can also let you know what measurement you need to purchase.
Example: Recipe calls for 3 cups of peeled, chopped apples. Equivalent is about 1 pound.
3. Increasing or reducing recipe size--Recipes frequently need to be doubled or cut in half. To do this, become familiar with measuring tools.
4. Metric conversions
 - a. At one time, the United States had planned to convert to the metric system.
 - b. Most foreign countries use metric measurements for all recipes.
 - c. Measurements used in a converted recipe may not be accurate enough to produce the same results. It is better to use metric tools when working with a metric recipe.

F. Ingredient functions

1. Flour: helps maintain the structure of a baked product and is also used as a thickening agent
2. Leavening agent (yeast, baking powder, baking soda): helps make a product rise and make it light and porous
3. Liquid: helps bind ingredients together and provides moisture
4. Shortening (solid fats and oils) helps increase tenderness, holds in moisture, and provides a crispness in fried foods

5. Seasonings: help improve flavor
6. Eggs: help thicken the product, blend ingredients, give a light texture, coat product to create a crust, or act as a binding agent to hold ingredients together
7. Sugar: aids in browning and adds a sweet flavor

G. Ingredient or equipment substitution guidelines

1. Using the correct size pan gives better results.
2. An oversized pan may cause the product to be thinner, bake more rapidly, dry out more quickly, and lose nutritive value.
3. An undersized pan may cause the product to run over or bake more slowly or unevenly.
4. If you must substitute for the recommended size pan, try to use one that will hold the same amount. If you are doubling a recipe, try to use a pan that holds twice as much as the one suggested in the recipe. To determine the amount that a pan will hold:
 - a. Multiply the length times the width times the depth (e.g., a 9" x 12" x 2" pan holds 216 sq. in.; a 9" square pan holds 162 sq. in.; a 9" circular pan holds 127 sq. in.)
 - b. Fill the pan with water using a measuring cup and keep track of how much it takes to fill it. Compare the number of cups of water that various shaped pans will hold; use the one closest to that required by the recipe.
5. Remember that no pan should ever be filled to the top.

H. A time-work plan will help you reduce food preparation time, increase your efficiency, reduce the number of errors made, and cut down on cleanup.

1. Select recipes to be prepared.
2. Review terms used in the recipes to understand meaning.
3. Have all the ingredients available before you begin.
4. Determine the order of the various steps and the time it will take to complete them.
5. Consider whether you will need extra time for cleanup during preparation. For example, if you have only one liquid measuring cup, you may need to wash it after each use.

XII. Food preservation

(Objective 12)

A. Canning is a method of food preservation that involves heating food to destroy microorganisms that cause food spoilage.

1. There are scientifically established temperatures and times for processing foods that are necessary for optimum safety and maximum quality.
2. The microorganisms that cause spoilage are sensitive to temperature changes. In general, raising the temperature above a certain point will destroy them.
3. For every type of microorganism there is a certain acid level, referred to as pH, at which it grows best. Directions for canning have been developed on the basis of low- and high-acid foods. Low acid foods require pressure canning; high acid foods may be canned with a boiling water bath.
4. Yeasts, molds, and some bacteria cannot survive without oxygen. Canning forces air out of the jars before they seal.
5. For safety, use recipes that are approved and based on scientific principles for any canning. These are available through county extension offices.

B. Freezing is a method of food preservation which will stop the growth of spoilage organisms, but it will not kill the microorganisms.

1. Frozen foods will retain the natural color, flavor, and texture better than canning or drying.
2. Many foods should be blanched prior to freezing to maintain better quality during freezer storage.
3. A freezer should be kept at a temperature of 0 degrees F or below.
4. Spoilage organisms can begin to grow and multiply upon thawing; therefore, thawing should take place in the refrigerator to keep their growth at a minimum. Defrosting frozen foods can also be done in a microwave oven.

C. Drying removes or binds water in foods so that it is not available for microorganisms to grow.

1. Microorganisms require water for their growth.
2. Foods can be dried using the sun, oven air, or an electric dehydrator. (Solar drying is not recommended in many states, including Missouri, due to the high level of humidity.)
3. Dried foods should be stored in a dry, cool, dark place.
4. The addition of salt and/or sugar to foods reduces the water available to microorganisms.

XIII. Kitchen cleanup

(Objective 13; HO 4, 5; AS 12)

A. Clean up dishes and pans after food preparation.

1. Soak dishes that are coated. Use cold water to keep coating from sticking to utensils.
2. Soak pans after they have cooled. Cool water added to hot pans can warp or damage them.
3. Wipe out greasy pans and soak with soapy water.
(NOTE: Put grease in a separate container for disposal. Do not put grease down the drain because it will clog the drain.)
4. Remove stains as they occur so buildup on pans does not occur.

B. Clean up after a meal.

1. Store leftover food immediately.
2. Scrape and rinse to remove extra food.
3. Stack dishes on one side of sink in the order to be washed.
4. Use hot soapy water for washing and hot water for rinsing.
5. Wash least soiled items first, usually drinking glasses, then silverware, plates, and heavily soiled items last.
6. Use a clean towel to dry dishes or let them air dry.
7. Wipe all kitchen surfaces and tables.
8. Straighten seating area.
9. Sweep food particles off floor and empty trash.

C. Safe and sanitary practices

1. Safe food handling procedures help prevent illness.

2. How food illness occurs
 - a. Food is handled by someone with dirty hands.
 - b. Utensils used in food preparation are not thoroughly cleaned.
 - c. Food remains heated for long periods at low temperatures allowing microorganisms to grow.
3. Typical illnesses caused by salmonella, staphylococcus, and clostridium.
4. Typical food poisoning symptoms include cramps, vomiting, fever, diarrhea, and nausea.

XIV. Preparing nutritious foods

(Objective 14; TM 9, 10; HO 6; JS 6)

A. Meats and other protein foods

1. Shopping for meat
 - a. Notice packaging date.
 - b. Cold cuts usually have a "sell by--" date.
 - c. Note inspection and grading by USDA.
2. Care and storage
 - a. Store fresh meat in the meat storage compartment of the refrigerator. Cover loosely. Store for a maximum of three days.
(NOTE: If meat is left in store package, loosen wrapping and keep only two days.)
 - b. Use ground meats quickly or wrap and store in the freezer.
(NOTE: Before storing meat in the freezer, wrap or place in freezer-proof bags or wrap.)
 - c. Keep frozen meat at 0 degrees Fahrenheit.
 - d. Thawed meat should not be refrozen.
 - e. Cured or ready to eat meat must be used within a short time.
 - f. Canned meat can be stored in a cool, dry area until the can has been opened. Transfer to a tightly sealed container and store in the coldest part of the refrigerator.

B. Fruits and vegetables

1. Shopping for fruits and vegetables
 - a. Buy in season.
 - b. Select firm, ripe fruit. Vegetables should be fresh, crisp, of good color, free of decay, and clean.
 - c. Avoid over-handling to prevent bruising.
 - d. Use quickly since most fruits and vegetables are highly perishable.
 - e. Buy locally grown to get the freshest produce.
 - f. If produce is packaged in trays or bags, check for signs of spoilage.
 - g. Compare forms of packaging for best buys.
(NOTE: Most fruits and vegetables are available fresh, canned, frozen, and dried.)
 - h. When selecting the form to use, consider:
 - (1) Preparation time
 - (2) Cost of each form
 - (3) Size needed
 - (4) Season of the year
 - (5) Amount of waste
 - i. Avoid canned fruits packed in heavy sugar syrup.

- j. Use frozen fruits and vegetables for convenience and lack of waste.
- k. Use dried fruit from the package for a quick, nutritious snack.
- 2. Nutritional value of fruits and vegetables
 - a. Many are good sources of Vitamins A and C.
 - b. In general, yellow and orange fruits and vegetables are high in Vitamin A.
 - c. The fresher the fruit or vegetable, the higher the vitamin content.
 - d. Fruits and vegetables provide carbohydrates and fiber while being low in fat.
 - e. Fruits and vegetables are a good source of minerals.
- 3. Methods of preparing fruits and vegetables
 - a. Fresh produce gives the highest nutritional value.
 - b. More nutritional value is retained if the skin is left on.
 - c. Cook in the smallest possible amount of water to reduce vitamin and mineral loss.
 - d. Avoid adding extra sugar. Take advantage of natural sweetness.
 - e. Cook vegetables in a saucepan with a tight fitting lid.
 - f. Cook vegetables only until tender crisp to preserve nutrients.
 - g. Steaming vegetables is a good way to preserve nutrients which might otherwise be lost in excess water.
 - h. Other ways to prepare vegetables include braising, deep-fat frying, and baking.
 - i. Choose preparation methods which do not add extra fat and calories.
- 4. Care and storage of fruits and vegetables
 - a. Use the type of storage most appropriate for the form of fruit or vegetable.
 - b. If fruit is not ripe, let it stand on the counter at room temperature or in a brown paper bag until ripe, then put it in the refrigerator.
 - c. Place fruits and vegetables in the crisper area of the refrigerator. Place green or yellow vegetables in plastic bags.
 - d. Sort through berries and grapes every few days to remove any that are spoiled or decaying.
 - e. Wrap cut fruit or store in an airtight container.
 - f. Store leftover canned fruit in an airtight container, not in the can.
 - g. Store dried fruit in an airtight container at room temperature or in the refrigerator.
 - h. Store root vegetables (e.g. potatoes) in a cool, dark place.
 - i. Frozen fruits and vegetables must be stored in the freezer.
 - j. Canned fruits and vegetables may be stored on a cool, dry shelf.

C. Dairy products

- 1. Nutritional value
 - a. High in protein
 - b. Provides vitamins D and A, if fortified, and riboflavin
 - c. Rich source of calcium/phosphorus
- 2. Fresh cheeses (unripened cheeses) are cream cheese, cottage cheese, and ricotta cheese.
 - a. Made from the curd of pasteurized milk
 - b. Has mild taste and soft texture
 - c. Very perishable
- 3. Ripened cheeses are Colby, brick, Muenster, cheddar, Swiss, and mozzarella.
 - a. Microorganisms are added to milk.
 - b. Aging is from from two weeks to two years to develop flavor.
 - c. These cheeses vary in flavor, color, and texture.
- 4. Pasteurized process cheese
 - a. Natural cheeses are shredded and blended together with an emulsifier.
 - b. Pasteurized process cheese melts easily.

5. Pasteurized process cheese food
 - a. Contains milk solids in place of cheese
 - b. Has lower fat content due to higher water content
 - c. Spreadable form of cheese
 - d. Has higher sodium content than natural cheese
6. Whole milk
 - a. Must contain at least 3.6% fat
 - b. Must be pasteurized (heat treated to kill harmful bacteria)
 - c. Is usually homogenized (The milk fat is broken into tiny droplets and mixed permanently with the milk so it will not separate.)
 - d. Usually fortified with Vitamins A and D
7. Skim/low-fat milk
 - a. Milk which is reduced in fat content (0.5% to 2% milk fat.)
 - b. Usually fortified with Vitamins A and D
8. Buttermilk
 - a. Lactic acid added to skim or low-fat milk
 - b. Has a thicker texture and tangy flavor
9. Dry milk
 - a. Has had most of the water and fat removed
 - b. Can be used in food preparation
10. Canned milk
 - a. Evaporated milk has been concentrated by removing about half of the water from skim or whole milk. It is then sealed and sterilized in cans to preserve the product.
 - b. Sweetened condensed milk is evaporated whole milk to which at least 40% sugar is added. The milk is not sterilized because the concentration of sugar acts as a preservative. It is used in candy or dessert recipes.
11. Chocolate milk has cocoa or chocolate syrup and sugar added to milk.
12. Uses of milk in food preparation
 - a. White sauce
 - b. Cheese dip
 - c. Casserole
 - d. Pudding
 - e. Shakes/nutritious drinks

D. Bread and grain products

1. Nutritional value
 - a. Whole-grain products contain B vitamins, minerals, and vegetable protein.
 - b. Enriched grain means that nutrients lost during processing are replaced. Additional nutrients may be added.
2. Ready to eat cereals (cold or dry)
 - a. Cold cereals are made from grains that are processed and cooked.
 - b. Both unsweetened and sugar- or honey-coated forms are available.
3. Hot cereals
 - a. Must be cooked before they are served
 - b. May be plain or have fruit, honey, spices, or other ingredients added
4. Rice
 - a. White rice or polished rice (has hull and outer bran removed by abrasion)
 - (1) Long grain
 - (2) Short grain
 - (3) Instant (rice which is precooked to reduce food preparation time)

- (4) Parboiled or converted (Steam and pressure are used to seal minerals and vitamins into the grain. The rice is then dried and polished.)
- b. Brown rice (whole grain rice) requires a longer cooking time and more water.
- c. Wild rice (whole grain rice) also requires a longer cooking time and more water.
- 5. **Pasta**
 - a. Pasta is a starchy food made from a dough of flour and water. It includes spaghetti, macaroni, lasagna, and ravioli in various shapes and sizes.
 - b. The best pastas are made from a hard wheat flour called durum wheat. Semolina is the milled endosperm of durum wheat. The paste of semolina and water is used to make high-quality pasta.
 - c. Pasta products are often enriched.
- 6. Other cereal products are made from bulgur wheat, cornmeal, hominy, millet, and others.
- 7. **Breads**
 - a. Quick breads
 - (1) Can be prepared more quickly than yeast breads
 - (2) Use baking powder, soda, or a combination of the two as the rising agent in place of yeast
 - (3) Come in many variations
 - b. Yeast breads
 - (1) Require more time to prepare
 - (2) Use yeast as the rising agent
 - (3) Are available in many sizes, shapes, and flavors
 - (4) Should be sealed and stored in freezer if not used within two days

E. Nutritious snacks

- 1. Snack foods should contribute to your health and not just add calories, salt, or fat.
- 2. Snacks can add variety to the diet.
- 3. A menu plan should include snacks. They should not be considered "extra."

IT'S FIBER . . .



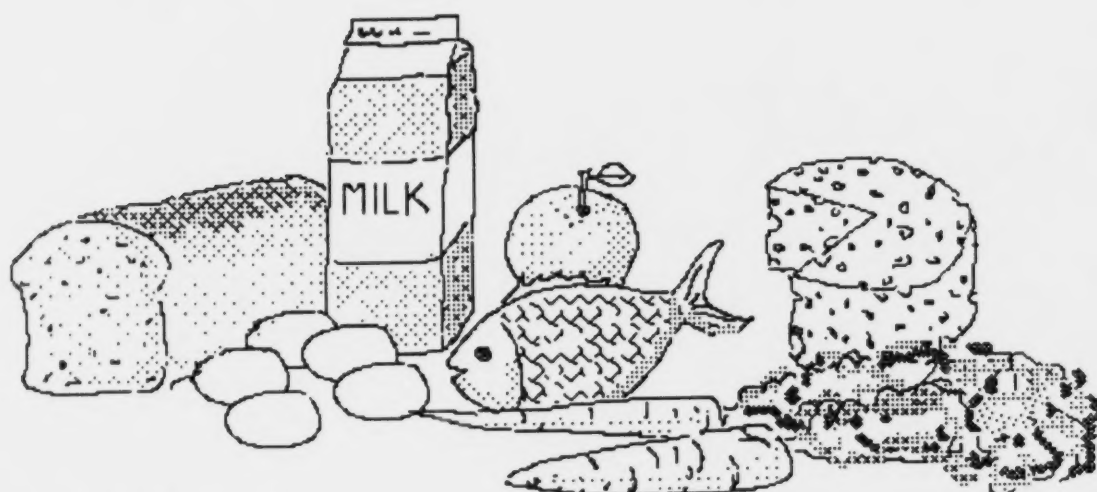
"It's fiber. I made it out of that old carpeting we took out of the living room."

DIETARY GUIDELINES



1. Eat a variety of foods.
2. Maintain healthy weight.
3. Choose a diet low in fat, saturated fat, and cholesterol.
4. Use sugars in moderation.
5. Use salt and sodium only in moderation.
6. Choose a diet with plenty of vegetables, fruits, and grain products.

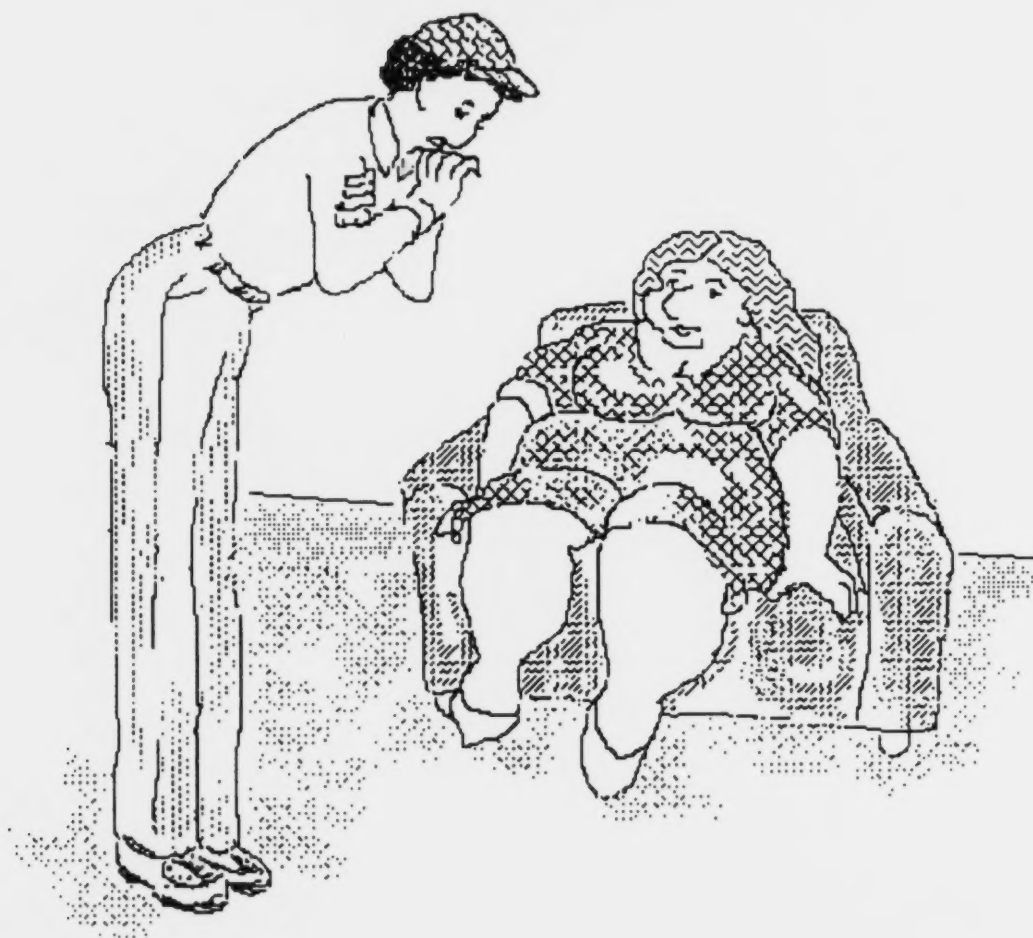
CHOOSE A VARIETY



Food Groups:

1. Milk - 4 or more servings
Protein, calcium, riboflavin
2. Meat - 2 or more servings
Protein, iron, thiamin, niacin
3. Fruit/Vegetables - 4 or more servings
Vitamins A, C
4. Grain - 4 or more servings
Carbohydrates, iron, thiamin, niacin
5. Other - fats, carbohydrates

WEIGHT CONTROL



**"You weighed 100 pounds when I married you,
so I'm not even married to half of you!"**

GROCERY SHOPPING



**"Just keep going! I'll run out and get a loan
and meet you at the checkout."**

ENJOY A PLEASANT MEAL

Come to the table on time

Place napkin in lap

Wait to eat until everyone served

Ask politely if you want seconds

Sit straight - only one hand on table at time

Cut food in small pieces; chew quietly with mouth closed

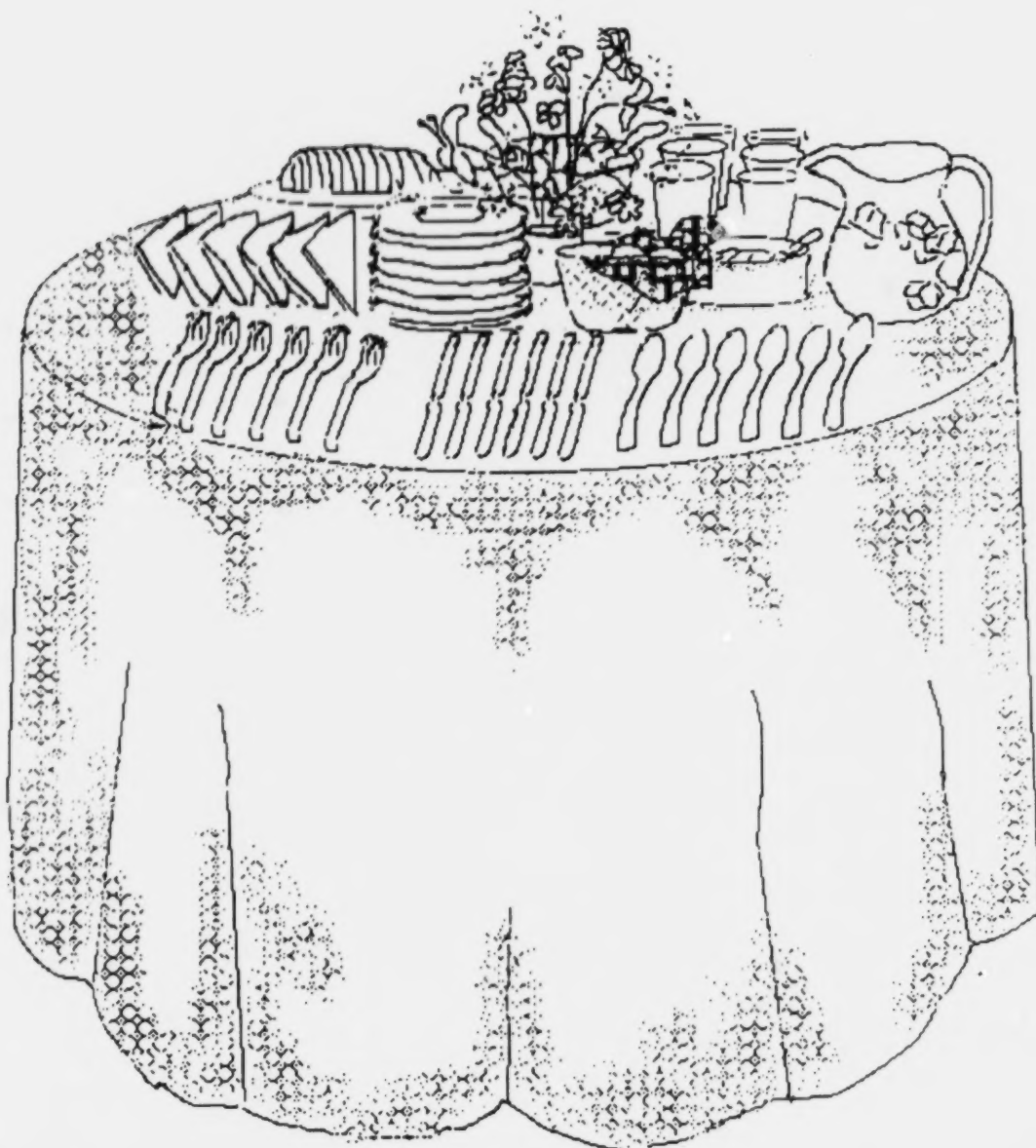
Swallow food before speaking

Use appropriate utensil for food

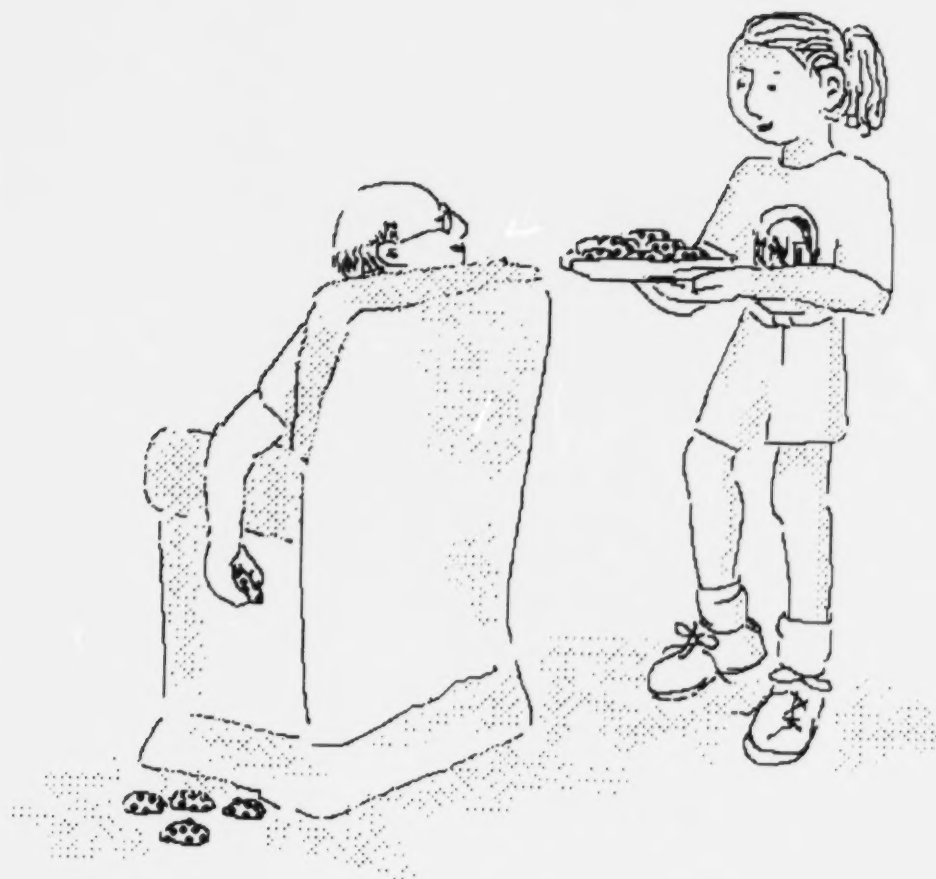
Speak quietly and keep topics appropriate



SET A BUFFET TABLE



ACCURACY IN FOLLOWING RECIPES



**"Dad, you must love my cookies.
Have another one!"**

PREPARING NUTRITIOUS FOODS



**"I'm not the world's greatest cook, but I think
you'll like my corn flakes."**

FOOD PREPARATION



"I tried to fry you an egg, but the shell kept breaking."

FOOD AND NUTRITION
UNIT VI
HANDOUT 1--CHOOSE A VARIETY



Food groups:

1. Milk - four or more servings
Protein, calcium, riboflavin
2. Meat - two or more servings
Protein, iron, thiamin, niacin
3. Fruit/Vegetables - four or more servings
Vitamins A and C
4. Grain - four or more servings
Carbohydrates, iron, thiamin, niacin
5. Other - fats, carbohydrates

FOOD AND NUTRITION

UNIT VI

HANDOUT 2--TYPICAL MEAL PATTERNS FOR DAILY MEALS

BREAKFAST

Includes: Citrus fruit
Main dish (waffles, cereal, eggs, pancakes)
Enriched breads/cereals
Milk (cocoa, tea, coffee)

LUNCH

Includes: Main dish (soup, salad, pizza, peanut butter sandwich, casserole, etc.)
Vegetable/fruit (applesauce, tomato, carrot sticks, raisins, canned fruit, etc.)
Enriched bread (rye bread, bran muffins, melba toast, tortilla)
Milk

DINNER

Includes: Main dish (meat casserole, eggs, fish, poultry)
Two vegetables (cooked carrots, broccoli, squash, spinach, potato)
(NOTE: Could be one vegetable and one fruit.)
Salad (apple salad, citrus salad, spinach salad)
Enriched bread (hard roll/whole wheat bread)
Milk (tea, coffee, or fruit drink)

FOOD AND NUTRITION

UNIT VI

HANDOUT 3--STANDARD MEASURES

Abbreviations

Teaspoon = t. or tsp.

Tablespoon = T. or tbsp.

Cup = c. or C

Pound = lb.

Pounds = lbs.

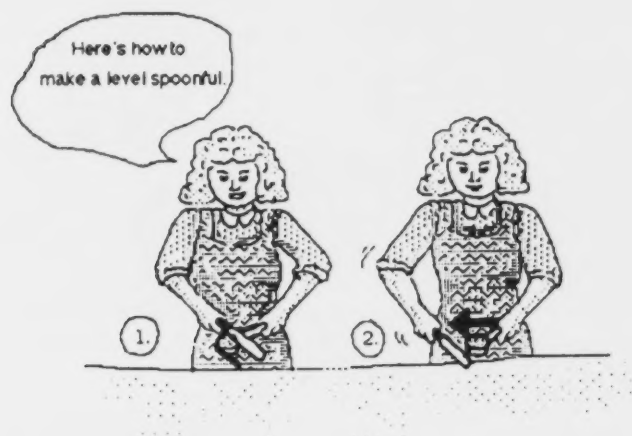
Ounce = oz.

Fluid ounce = fl. oz.

Gallon = gal.

Pint = pt.

Quart = qt.



Equivalents

3 t. = 1 T.

4 T. = 1/4 cup

1 pound = 16 oz.

1 cup = 8 fluid oz.

1 gallon = 16 cups

1 pint = 2 cups

1 cup = 16 T.

1/3 cup = 5 1/3 T. or 5 T. + 1 t.

1 quart = 2 pints

FOOD AND NUTRITION

UNIT VI

HANDOUT 4--CLEANING KITCHEN EQUIPMENT

Problem	Solution
Aluminum pan: stained/discolored	Simmer two teaspoons of cream of tartar per quart of water until stain is removed.
Glass baking dish: food burned on	Place three tablespoons of baking soda in one quart of water; soak until food can be removed.
Stainless steel pan: food burned on	Soak in hot, soapy water. Scour with cleanser if needed.
Enamel or iron pan: food burned on	Mix one teaspoon of baking soda to one quart of water; boil in pan until food leaves pan.
Glass pan or coffee pot: lime build-up	Heat to boiling the amount of vinegar necessary to cover lime; let cool. Wash container thoroughly. Repeat as necessary.

FOOD AND NUTRITION

UNIT VI

HANDOUT 5--PREVENT FOOD HAZARDS



1. Keep your hands, tools, and work surfaces clean when preparing food.
 2. Avoid touching your hair. Tie it back if it is long.
 3. Cover your mouth and nose with a tissue when you sneeze, and wash hands after blowing your nose. If possible, have someone else do the cooking when you have a cold.
 4. Use hot, soapy water to clean up cooking equipment and utensils.
 5. Do not taste food with the same utensil used for preparation of the food.
 6. Wash wooden cutting boards thoroughly before using for a new food.
-
7. Do not allow raw meats to touch cooked foods or surfaces where you may be preparing other food.
 8. Keep hot foods hot and cold foods cold until served.
 9. Avoid purchasing or using cans that are bulging, dented, or rusted.

FOOD AND NUTRITION

UNIT VI

HANDOUT 6--KITCHEN GROUP RESPONSIBILITIES

When you work as a group, it is important to plan out the responsibilities each person will assume so food preparation will go smoothly and efficiently.

Typical group work roles

Responsibilities

Member #1

- a. Serves as group leader
- b. Sees that all perform tasks
- c. Gets ingredients and returns them
- d. Acts as host/hostess at the meal
- e. Pares vegetables
- f. Washes dishes

Member #2

- a. Mixes salad ingredients
- b. Keeps kitchen surfaces clean
- c. Puts equipment away

Member #3

- a. Sets table, acquires centerpiece
- b. Pours milk into glasses
- c. Serves and clears food
- d. Prepares dishes for washing
- e. Puts clean dishes away

Member #4

- a. Measures ingredients for dessert
- b. Prepares dessert pan for baking
- c. Pours cereal or sets bread on table
- d. Puts equipment away

FOOD AND NUTRITION

UNIT VI

ASSIGNMENT SHEET 1--NUTRITIONAL FACTS AND FALLACIES

Directions: Read the list containing facts and fallacies about nutrition. Place an "X" before the statements that are factual.

- ☐ 1. Certain foods have the ability to prevent disease.
- ☐ 2. Natural foods are better for you than processed foods.
- ☐ 3. Organic vegetables are cleaner than such vegetables without this label.
- ☐ 4. Reliable nutrient-related information is available from dietitians.
- ☐ 5. Meat should be limited or eliminated from the diet because it is bad for your health.
- ☐ 6. Nutritional labeling helps you select appropriate foods in your diet.
- ☐ 7. When you receive printed material about nutrition, you know it is reliable.

FOOD AND NUTRITION

UNIT VI

ASSIGNMENT SHEET 2--FOOD LIKES/DISLIKES

Directions: Complete the following sentences.

1. My favorite food is _____
2. Foods I absolutely do not like are _____

3. My parents insist that I _____

4. I wish I could like _____

This assignment sheet is for the student's own use and should not be collected or graded.

FOOD AND NUTRITION

UNIT VI

ASSIGNMENT SHEET 3--PERSONAL FOOD HABITS EVALUATION

Directions: Answer each of the questions regarding your personal eating habits.

1. Which foods do you eat most frequently? _____

2. If religion influences your eating habits, explain how: _____

3. How many times per week does your family eat meals together? Also list the meal (breakfast, lunch, dinner) most frequently eaten together.
 - a. Times per week: _____
 - b. Most frequent meal is: _____
4. How many meals or snacks do you eat with friends per week outside of school hours? _____
5. What advertisement has recently influenced your eating habits? Describe: _____

6. What do you like to eat when you feel sad? _____
7. What do you like to eat when you feel happy? _____

Summary: Review the answers you gave and complete the questions.

- a. Who or what do you think influences your eating habits most significantly? _____

- b. Do you prefer to eat alone or with someone? _____

c. Do you or your family place limits on the types of foods you eat? _____

d. If there was one thing you would change about your current eating habits, what would it be? _____

e. On a scale of 1 to 10 (10 being excellent and 1 needing improvement), how would you evaluate your present eating habits? Circle your response.

Needs
Improvement

Average

Excellent

1 2 3 4 5 6 7 8 9 10

This assignment sheet is for the student's own use and should not be collected or graded.

FOOD AND NUTRITION

UNIT VI

ASSIGNMENT SHEET 4--PERSONAL FOOD CONSUMPTION

Directions:

- At the bottom of this page and on the next page, list all the food and the number of servings that you eat for one week. Include snacks and beverages. If you eat a casserole, soup, or mixed dish, break down its parts, i.e. 1/2 cup pasta, 1/4 cup hamburger. Total the amounts for each day and for the entire week. Compute your daily average and compare it to the Recommended Daily Allowances. Then answer questions 2-7.
- List the food groups in which you had enough servings.
- List the foods in which you did not have enough servings.
- What is your body weight? _____
- What is your height? _____
- Using a height/weight chart, determine whether this is a desirable weight for you. Explain.
- Do you need to change your eating habits? Explain.

Day	Milk		Meat		Fruit/Veg.		Grain		Other	
Monday										
	# of Servings		# of Servings		# of Servings		# of Servings		# of Servings	

Day	Milk	Meat	Fruit/Veg.	Grain	Other
Tuesday	# of Servings	# of Servings	# of Servings	# of Servings	# of Servings
Wednesday	# of Servings	# of Servings	# of Servings	# of Servings	# of Servings
Thursday	# of Servings	# of Servings	# of Servings	# of Servings	# of Servings
Friday	# of Servings	# of Servings	# of Servings	# of Servings	# of Servings
Saturday	# of Servings	# of Servings	# of Servings	# of Servings	# of Servings
Sunday	# of Servings	# of Servings	# of Servings	# of Servings	# of Servings
TOTALS (total servings divided by 7 days)	___ + 7 = ___	___ + 7 = ___	___ + 7 = ___	___ + 7 = ___	___ + 7 = ___
Your daily average	___ Servings	___ Servings	___ Servings	___ Servings	___ Servings
Recommended Daily Allowances	___ Servings	___ Servings	___ Servings	___ Servings	___ Servings

FOOD AND NUTRITION

UNIT VI

ASSIGNMENT SHEET 5--PERSONAL FOOD PLAN

Directions: Make a personal food plan that gives you a balanced diet. If you usually have snacks during the day, include them in your food plan. If you usually eat lunches out, or bring lunch from home, include these food habits in your food plan. Make your plan as practical and reasonable as possible. Do not include foods that you know you will not eat.

MONDAY

BREAKFAST	DINNER
LUNCH	SNACKS

TUESDAY

BREAKFAST	DINNER
LUNCH	SNACKS

WEDNESDAY

BREAKFAST	DINNER
LUNCH	SNACKS

THURSDAY

BREAKFAST	DINNER
LUNCH	SNACKS

FRIDAY

BREAKFAST	DINNER
LUNCH	SNACKS

SATURDAY

BREAKFAST	DINNER
LUNCH	SNACKS

SUNDAY

BREAKFAST	DINNER
LUNCH	SNACKS

FOOD AND NUTRITION

UNIT VI

ASSIGNMENT SHEET 6--BALANCED DIET

Directions: Read the menus and list the food from each meal in the appropriate Food Group Column.

MEALS	FOOD GROUPS
BREAKFAST	MEAT GROUP
Milk (1 cup)	
Scrambled egg (1)	
Bacon (2 slices)	
SNACK	GRAIN GROUP
One bag of potato chips	
LUNCH	MILK GROUP
Bologna and cheese sandwich (1 slice each of bologna and cheese with 2 slices of bread and 1 teaspoon of mustard)	
SNACK	FRUIT/VEGETABLE GROUP
Candy bar	
DINNER	OTHER GROUP
Pork chop (1)	
Mashed potatoes (1/2 cup)	
Gravy (1/4 cup)	
Green beans (1/2 cup)	
Dinner roll (1)	
Iced tea	
SNACK	
4 cookies	
Milk (1 cup)	

Evaluation: Answer the following questions and write on the back of this page if necessary.

1. Does this menu meet the requirements for a **teenager**?
2. If not, what was lacking?
3. What foods would you change and what substitutions would you make?
4. Was too much consumed in any of the food groups?
5. If yes, what was it?
6. Summarize your thoughts on this teenager's menus for the day.

FOOD AND NUTRITION

UNIT VI

ASSIGNMENT SHEET 7--PLAN BALANCED MEALS

Directions: Plan a realistic menu for one day that includes the basic food groups.

ONE DAY'S MENU

BREAKFAST

SNACK

LUNCH

SNACK

DINNER

SNACK



Evaluation: Evaluate your menus by checking the following criteria.

I have:

	Yes	No	Somewhat
1. Included a variety of foods from each of the food groups	_____	_____	_____
2. Provided for variety in color	_____	_____	_____
3. Provided for variety in size and shape	_____	_____	_____
4. Provided for interesting textures	_____	_____	_____
5. Included a mixture of hot and cold foods	_____	_____	_____
6. Planned a mix of flavor and richness in foods	_____	_____	_____
7. Included a combination of heavy and light foods	_____	_____	_____

FOOD AND NUTRITION

UNIT VI

ASSIGNMENT SHEET 8--MENU PLANNING

Directions: Write a dinner menu using the correct format. (See Information Sheet.) The foods selected for this dinner menu are: Iced Tea, Mashed Potatoes, Continental Steak, Strawberry Shortcake, Sweet and Sour Spinach Salad, Green Beans Almondine, Rolls, Coffee.

MENU

FOOD AND NUTRITION

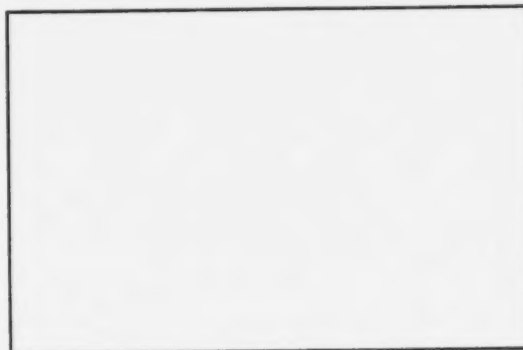
UNIT VI

ASSIGNMENT SHEET 9--TABLE SETTING

Directions: Draw a table setting for each of the menus. Consider the silverware and table service that should be used, including napkin and glasses.

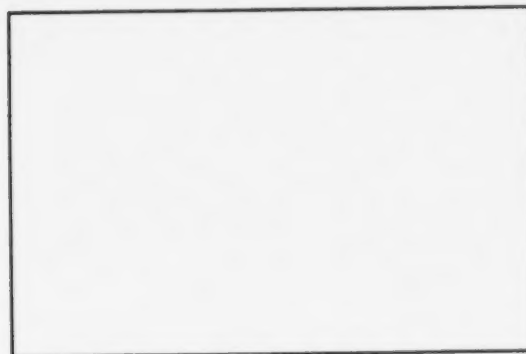
BREAKFAST

Scrambled Eggs
Bran Muffins/Butter/Jelly
Orange Juice
Coffee/Milk



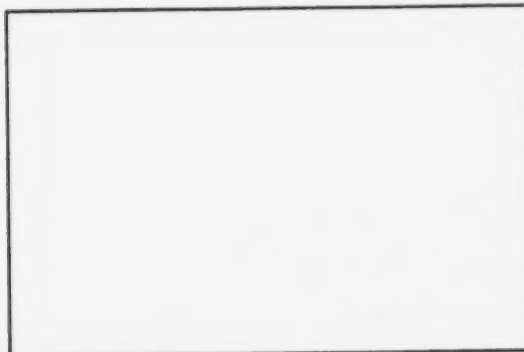
LUNCH

Turkey Sandwich
Fruit Salad
Cookies
Milk



DINNER

Roast Beef
Mashed Potatoes/Gravy
Broccoli
Caesar Salad
Dinner Roll
Apple Pie
Iced Tea/Milk



FOOD AND NUTRITION

UNIT VI

ASSIGNMENT SHEET 10--KITCHEN SAFETY

Directions: Indicate which of these kitchen practices are safe or unsafe. Place an "S" in the blank if the statement is safe and a "U" if the statement is unsafe.

- ___ 1. Turn pan handles to the inside of the range.
- ___ 2. Remove a cookie sheet from the oven by using a kitchen towel.
- ___ 3. Use flour to put out a grease fire.
- ___ 4. Throw water on a grease fire.
- ___ 5. Place knives in the dish water with other silverware and dishes.
- ___ 6. Handle electrical appliances with wet hands.
- ___ 7. Place heavy pots and pans that are used infrequently in the highest cupboards.
- ___ 8. Place kitchen cleaning supplies out of the reach of small children.
- ___ 9. Clean up small pieces of broken glass with a dry paper towel.
- ___ 10. Use wet potholders when removing a pan from the oven.
- ___ 11. Wear loose clothing when cooking.
- ___ 12. Wash hands every time you prepare food.
- ___ 13. Apply soft butter to a burn.
- ___ 14. Play and joke around in the kitchen.

FOOD AND NUTRITION

UNIT VI

ASSIGNMENT SHEET 11--RECIPE CONVERSION

Directions: Use a recommended source to assist you in making substitutions if you find yourself lacking the following ingredients.

INGREDIENT	SUBSTITUTION
1. 1 cup cake flour	
2. 1 ounce of chocolate	
3. 1 cup of honey	
4. 1 cup buttermilk	
5. 1 teaspoon of baking powder	

Directions: Use a recommended source to assist you in figuring the equivalent of the amounts needed.

EQUIVALENTS	AMOUNTS NEEDED
6. 2 1/2 cups of cooked, dry beans	
7. 1/2 cup chopped onion	
8. 2 cups cooked rice	
9. 1 cup sliced apple	
10. 4 cups shredded cabbage	
11. 1 cup graham cracker crumbs	

Directions: Use your math skills to enlarge or reduce a recipe. Compute the amounts for ingredients needed to double the recipe and cut it in half.

HALF

SWEET POTATO BISCUITS

DOUBLE

1 $\frac{3}{4}$ cups sifted flour

3 teaspoons baking powder

2 tablespoons sugar

1 teaspoon salt

$\frac{1}{3}$ cup oil

1 cup mashed, cooked sweet potatoes

$\frac{3}{4}$ cup milk

FOOD AND NUTRITION

UNIT VI

ASSIGNMENT SHEET 12--WORKING WITH RECIPES

Directions: Select a recipe for a dessert from a reliable source. Read the recipe and answer these questions.

1. What is the name of the recipe? _____
2. What is the source of the recipe? _____
3. What terms are used that you do not know? _____

4. What food supplies will you need to prepare the recipe? _____

5. What equipment will you need to prepare the recipe? _____

6. List each step in the order it is to be done. _____

7. Estimate the time it will take you to make this recipe. ____ hours ____ minutes

FOOD AND NUTRITION

UNIT VI

ASSIGNMENT SHEET 13--KITCHEN CLEAN-UP

Directions: The following steps in washing dishes are not in the correct order. Rank the steps in the order used for cleanliness and sanitation using **a** (first), **b, c, d, e, f, g, h** (last).

STEPS IN WASHING DISHES:

- ___ 1. Dry items by using a clean towel or allow to air dry.
- ___ 2. Scrape dishes to remove extra food.
- ___ 3. Wipe all surfaces and empty trash.
- ___ 4. Wash and rinse dishes in hot, soapy water.
- ___ 5. Stack dishes on one side of the sink.
- ___ 6. Store items in the area they are to be kept.
- ___ 7. Wash glassware and forks.
- ___ 8. Wash greasy pots and pans.

FOOD AND NUTRITION
UNIT VI
ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

Items 4 and 6 should be checked with an X.

ASSIGNMENT SHEET 2

Answers will vary. Check for completeness.

ASSIGNMENT SHEETS 3-4

These assignments are not to be collected or graded. They may be used for class discussion.

ASSIGNMENT SHEETS 5-7

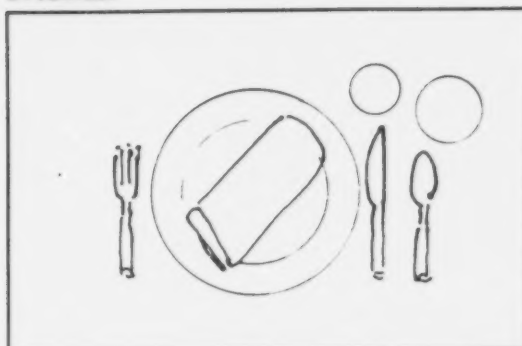
Answers will vary. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

ASSIGNMENT SHEET 8

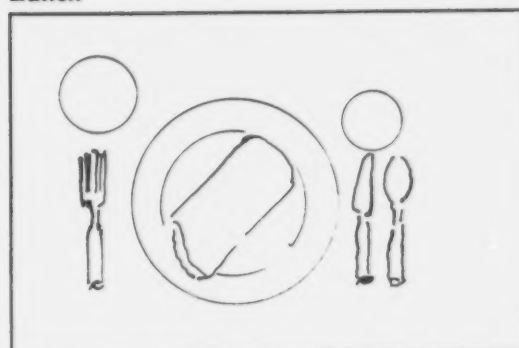
Sweet and Sour Spinach Salad
Continental Steak
Mashed Potatoes
Green Beans Almondine
Rolls
Strawberry Shortcake
Iced Tea and Coffee

ASSIGNMENT SHEET 9

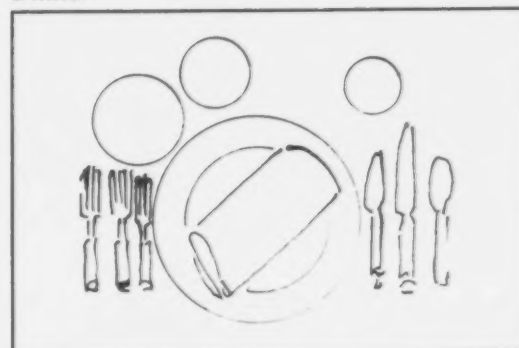
Breakfast



Lunch



Dinner



ASSIGNMENT SHEET 10

1. S
2. U
3. U
4. U
5. U
6. U
7. U

8. S
9. U
10. U
11. U
12. S
13. U
14. U

ASSIGNMENT SHEET 11

Substitutions:

1. Use 1 cup minus 2 Tbsp. sifted, all-purpose flour.
2. Use 3 Tbsp cocoa plus 1 Tbsp. oil.
3. Use 1 1/4 cup sugar plus 1/4 cup liquid.
4. Mix 1 Tbsp. lemon juice or vinegar with enough milk to make 1 cup.
5. Use 1/4 t. baking soda plus 5/8 t. cream of tartar.

Ingredients:

6. 1 cup dry
7. 1 medium onion
8. 1 cup uncooked
9. 1 medium
10. 1 lb. cabbage
11. 15 graham crackers

RECIPE

1/2 recipe
7/8 C = 3/4 C + 2 T
1 1/2 tsp.
1 Tbsp.
1/2 tsp.
1/6 C = 8 tsp.
1/2 C
3/8 C = 6 Tbsp.

Flour
Baking powder
Sugar
Salt
Oil
Potatoes
Milk

Doubled recipe
2-6/4 C = 3 1/2 C
6 tsp. = 2 Tbsp.
4 Tbsp. = 1/4 C
2 tsp.
2/3 C
2 C
6/4 C = 1 1/2 C

ASSIGNMENT SHEET 12

Answers will vary. Check for completeness. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

ASSIGNMENT SHEET 13

- | | |
|------|------|
| 1. f | 5. b |
| 2. a | 6. g |
| 3. h | 7. c |
| 4. d | 8. e |

FOOD AND NUTRITION

UNIT VI

JOB SHEET 1--FOODS AND FEELINGS

Some foods influence the way you feel and therefore influence your food choices.

1. Foods can make you feel happy or sad, content or secure.
2. Foods may be used to relieve tension.
3. Using food to meet your social and emotional needs can result in weight loss or gain and affect your general health.

Directions: Interview three acquaintances to find out how their feelings affect their food choices.

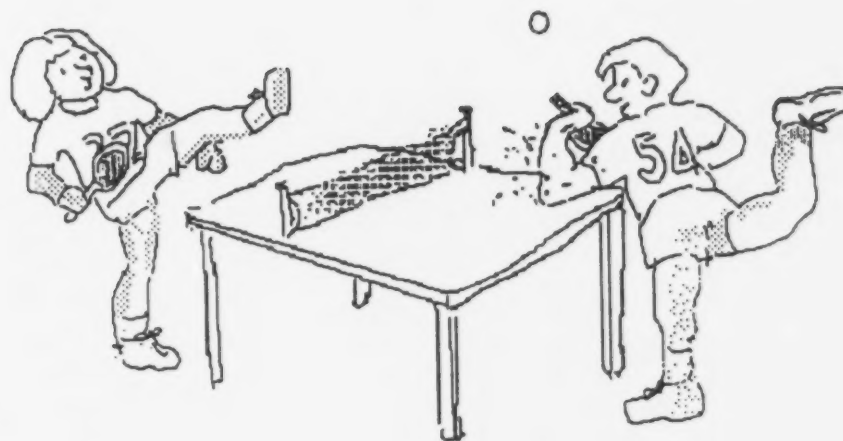
- Questions:**
1. Do you eat certain foods or different foods according to your feelings (happy, depressed, content, secure)? How do your choices differ?
 2. How do you eat when you are upset or angry?
 3. How do your friends affect your food habits?
 4. How do your moods and eating patterns affect your weight loss or gain?

Summary: Summarize your answers on this page. Be prepared to share your findings in class discussion.

FOOD AND NUTRITION

UNIT VI

JOB SHEET 2--EXERCISE



Directions: Assess the exercise you do or do not do right now and set a specific goal for improvement.

1. I now exercise ____ minutes/hours a day, totaling ____ minutes/hours a week.

2. Circle the answer.

My present exercise regimen is **adequate/inadequate** for good health and weight control.

3. Check the answer.

- ☐ Walking
- ☐ Running
- ☐ Jogging
- ☐ Swimming
- ☐ Activities and games (tennis, ball, etc.)
- ☐ Aerobics
- ☐ Calisthenics
- ☐ Other

4. If my present exercise is inadequate, my goal for improvement is:

Form of exercise _____

Time of exercise _____

TIME OF DAY

FORM OF EXERCISE

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

FOOD AND NUTRITION

UNIT VI

JOB SHEET 3--GROCERY SHOPPING

- Directions:**
1. Select a food product you would like to analyze while shopping at a food market.
 2. Choose a store to carry out your analysis.
 3. Use food ads to see if there are any specials on the food product you are analyzing.
 4. Go to the store of your choice and collect the following information:
 - a. Form in which the food product is available, i.e., fresh, frozen, canned
 - b. Freshness dates on the product, if available
 - c. Unit pricing information on different sizes of the food product
 - d. Type of packaging
 - e. Special sale prices, if any

SUMMARY OF STUDY

Food product _____

Name of store _____

1. The least expensive form of the food product to buy is _____

2. The most expensive form of the product is _____

3. Special packaging techniques which may have increased the cost are _____

4. Other information you would like to share _____

FOOD AND NUTRITION

UNIT VI

JOB SHEET 4--KITCHEN EQUIPMENT

Directions: Interview the parents of two friends, neighbors, relatives, or other acquaintances about their favorite and often-used pieces of kitchen equipment. Write on the back of the sheet if necessary.

Questions to Ask	Interview #1	Interview #2
1. What is the name of the equipment and why do they like it?		
2. What is the purpose or function of the equipment?		
3. Does it have multiple uses? If so, describe.		
4. Does it require special care? If so, describe.		

(NOTE: Be prepared to share in class discussion what you have found out and discuss the equipment found at school.)

FOOD AND NUTRITION

UNIT VI

JOB SHEET 5--RECIPE TERMS

Directions:

1. Select a cookbook either at home or at school and find five recipe terms which are unfamiliar to you.
2. Find the definitions and write them below.
3. Be prepared to share terms in class discussion.

TERMS

DEFINITIONS

a.

b.

c.

d.

e.

FOOD AND NUTRITION

UNIT VI

JOB SHEET 6--FOOD PREPARATION PLAN

Directions: Form groups with class members. Plan to work together to prepare a recipe. Divide work responsibilities among the group members and list the tasks each group member will perform. Refer to Handout 4 for suggested tasks for each individual.

GROUP MEMBERS

RESPONSIBILITIES

Select two recipes to prepare. Record the names and sources of the recipes (the name of the book or person):

RECIPE #1 _____

SOURCE _____

RECIPE #2 _____

SOURCE _____

Make a shopping list of items needed to prepare the two recipes. Pretend that you do not have any of the ingredients available.

INGREDIENTS

AMOUNTS

FOOD AND NUTRITION

UNIT VI TEST

Part I--Matching: Match the term with the descriptive phrase by writing the letter in the space provided.

- | | |
|------------------|-------------|
| a. Additive | f. Enzyme |
| b. Amino acid | g. Hormones |
| c. Calorie | h. RDA |
| d. Carbohydrates | i. USRDA |
| e. Cholesterol | |

- ___ 1. Substance added to a food to enhance flavor, change texture, act as a preservative, change color, and/or improve nutritional value
- ___ 2. Unit used to measure the energy supplied by foods
- ___ 3. "Building blocks" of proteins which help the body use protein more effectively
- ___ 4. Waxy substance made in the body which is a part of each cell and coats the nerves
- ___ 5. Substances which help break down food, aid digestion, and help the body use and metabolize nutrients
- ___ 6. Chemicals produced in glands that control body growth and functions
- ___ 7. Simplified version of the recommended daily allowances; usually given as a percentage
- ___ 8. Nutrients that supply the energy needed for activities; includes starches, sugars, and fiber

Part II--True or False: Write "T" before the statement that is true and "F" before the statement that is false.

- ___ 9. Nausea, vomiting, and cramps could all be symptoms of food poisoning.
- ___ 10. Hot pan drippings may be disposed of by pouring them down the sink.
- ___ 11. It is wise to buy fresh fruits and vegetables when they are in season.
- ___ 12. Handling cooked foods after you have handled raw meat can cause food poisoning.
- ___ 13. Fresh meat can be kept in the meat keeper of a refrigerator for 10 days.
- ___ 14. Enriched foods have nutrients added to them during processing to increase their nutritional value.
- ___ 15. Vegetables need to be cooked in a large amount of water for at least 30 minutes.
- ___ 16. The amount of nutrients needed varies with age, size, sex, and body build.

- ___ 17. Food habits are not developed until a person is at least 25 years old.
- ___ 18. One does not burn any calories while sleeping.
- ___ 19. Using a shopping list can save time and money.
- ___ 20. Salmonella is an illness caused by food poisoning.

Part III--Multiple Choice: For each multiple choice question, choose the best answer and write its letter in the space provided.

- ___ 21. In which method is the food put directly on the plate before serving?
 - a. Family style/informal service
 - b. Restaurant style/plate service
 - c. Formal style/English service
 - d. Buffet service
- ___ 22. Which is not a safe action when preparing food?
 - a. Turn cookware handles inward when preparing food on the range.
 - b. When lifting the cover from a hot pan, turn the lid away from you.
 - c. Use baking soda to put out a fire caused by fat.
 - d. Use knives to open bottles or make a hole in covers.
- ___ 23. Which method of food preservation will stop the growth of spoilage organisms but will not kill them?
 - a. Canning
 - b. Drying
 - c. Freezing
 - d. Refrigeration
- ___ 24. Which are factors that influence food habits?
 - a. Family
 - b. Friends
 - c. Emotions
 - d. All of the above
- ___ 25. Which changes are recommended for American diets?
 - a. Reducing sugar in the diet
 - b. Adding more salt to food
 - c. Reducing the amount of carbohydrates in one's diet
 - d. Lifting weights to increase body muscle

- ___ 26. Which is true of a healthy exercise plan?
- a. Helps maintain ideal weight and condition
 - b. Involves the use of numerous small muscles
 - c. Involves about 10 minutes a day
 - d. Includes an appropriate amount of rest and sleep

- ___ 27. Which is true of discount supermarkets?
- a. Give fewer services to cut costs
 - b. Automated to give consumers fast service
 - c. Located within neighborhoods
 - d. Offer a limited number of products

- ___ 28. Which is a criteria for a good shopping list?
- a. Gives weekly menus
 - b. Includes the cost of each item
 - c. List of foods needed
 - d. Gives foods listed in no particular order

Part IV--Short Answer: Write brief responses to these statements.

29. Name two nutrients provided by the milk group.

- a.
- b.

30. Name two nutrients provided by the fruit/vegetable group.

- a.
- b.

31. List three recommendations for changing the American diet.

- a.
- b.
- c.

32. Describe criteria for planning a menu. (Example: food color)

- a.
- b.
- c.

33. Using the above criteria, plan a dinner menu for a family, taking into consideration these factors.

- a. One family member is 70.
- b. One is 4 years old.
- c. One dislikes bread.
- d. The family is on a limited budget.
- e. There is little time for food preparation.

DINNER MENU

FOOD AND NUTRITION
ANSWERS TO UNIT VI TEST

Part I:

- | | |
|------|------|
| 1. a | 5. f |
| 2. c | 6. g |
| 3. b | 7. i |
| 4. e | 8. d |

Part II:

- | | |
|-------|-------|
| 9. T | 15. F |
| 10. F | 16. T |
| 11. T | 17. F |
| 12. T | 18. F |
| 13. F | 19. T |
| 14. T | 20. F |

Part III:

- | | |
|-------|-------|
| 21. b | 25. a |
| 22. d | 26. a |
| 23. c | 27. a |
| 24. d | 28. c |

Part IV:

29. Any of the following: protein; calcium; Vitamins A, B, and D; phosphorus
30. Any of the following: Vitamins A and C, carbohydrates
31. Any three of the following:
Reduce fat intake.
Increase carbohydrate intake.
Reduce salt or sodium intake.
Reduce sugar consumption.
Maintain appropriate body weight.
32. Any three of the following:
Food color
Size/shape
Texture
Temperature
Flavor
Rich/bland
33. Answers should be based on Information Sheet, Section VIII.

Home Economics I

Family and Individual Health Unit VII

Cross-Reference Table of Instructional Materials

Competency*	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
-	1					1-10	
-	2	1		1		36-37	
B1	3	2, 3	1	2, 3		19, 38	
B2	4	4, 5	2		1	20, 40	
B3	5	6		4		41	
B4	6			5		23	
C1	7	7, 8		6		22, 26, 42	
C2	8	9, 10		7		17, 21, 43	
D1	9			8		44	
D2	10	11	3	9		24	
D3	11			10		45	
D4	12	12		11		18	
D5	13			12		46	
E1	14		4-7	13, 14		27-35, 47	
E2	15	13		15	2, 3	25, 39, 48	
E3	16					11-16	

- * From Home Economics I Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to describe the means for maintaining physical and psychological health of individuals and analyze substance abuse. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and Job Sheets and by achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, MATCH HEALTH TERMS AND DEFINITIONS RELATED TO MAINTENANCE OF PHYSICAL AND PSYCHOLOGICAL HEALTH by achieving 100 percent accuracy on the Unit Test.
2. Based on the content outline and Transparency Master 1, DEFINE HEALTH AND WELLNESS by completing Assignment Sheet 1 and by achieving 100 percent accuracy on the Unit Test.
3. Based on the content outline, Transparency Masters 2 and 3, and Handout 1, IDENTIFY AND DESCRIBE GOOD PERSONAL HEALTH HABITS by completing Assignment Sheets 2 and 3 and by achieving 100 percent accuracy on the Unit Test.
4. Based on the content outline, Transparency Masters 4 and 5, and Handout 2, IDENTIFY GOOD PERSONAL HYGIENE HABITS AND EVALUATE PERSONAL CARE PRODUCTS by completing Job Sheet 1 and by achieving 100 percent accuracy on the Unit Test.
5. Based on the content outline and Transparency Master 6, IDENTIFY THE SPECIAL NEEDS OF DISABLED INDIVIDUALS AND IDENTIFY WAYS TO CHANGE THE PHYSICAL ENVIRONMENT TO ACCOMMODATE THESE NEEDS by completing Assignment Sheet 4 and by achieving 100 percent accuracy on the Unit Test.
6. Based on the content outline, IDENTIFY WAYS TO PREVENT ILLNESS AND RECOGNIZE WHEN A PHYSICIAN OR EMERGENCY HEALTH CARE IS NEEDED by completing Assignment Sheet 5 and by achieving 100 percent accuracy on the Unit Test.
7. Based on the content outline and Transparency Masters 7 and 8, DEFINE STRESS AND IDENTIFY STRESSORS by completing Assignment Sheet 6 and by achieving 100 percent accuracy on the Unit Test.
8. Based on the content outline and Transparency Masters 9 and 10, USE PROBLEM-SOLVING TECHNIQUES TO SOLVE PROBLEMS by completing Assignment Sheet 7 and by achieving 100 percent accuracy on the Unit Test.

9. Based on the content outline, **ASSESS RESOURCES FOR LEISURE-TIME ACTIVITIES** by completing Assignment Sheet 8 and by achieving 100 percent accuracy on the Unit Test.
10. Based on the content outline, Transparency Master 11, and Handout 3, **DETERMINE LEISURE-TIME ACTIVITIES** by completing Assignment Sheet 9 and by achieving 100 percent accuracy on the Unit Test.
11. Based on the content outline, **DETERMINE VALUES AND CHOOSE COMPANIONS FOR LEISURE-TIME ACTIVITIES** by completing Assignment Sheet 10 and by achieving 100 percent accuracy on the Unit Test.
12. Based on the content outline and Transparency Master 12, **IDENTIFY GOALS AND MAKE A PLAN FOR LEISURE-TIME ACTIVITIES** by completing Assignment Sheet 11 and by achieving 100 percent accuracy on the Unit Test.
13. Based on the content outline, **USE GOOD CONSUMER PRACTICES TO OBTAIN EQUIPMENT FOR LEISURE-TIME ACTIVITIES** by completing Assignment Sheet 12 and by achieving 100 percent accuracy on the Unit Test.
14. Based on the content outline and Handouts 4, 5, 6, and 7, **DISCUSS SUBSTANCE ABUSE AND DRUG EFFECTS** by completing Assignment Sheet 13 and 14 and by achieving 100 percent accuracy on the Unit Test.
15. Based on the content outline and Transparency Master 13, **DEVELOP EMERGENCY PROCEDURES** by completing Assignment Sheet 15 and Job Sheets 2 and 3 and by achieving 100 percent accuracy on the Unit Test.
16. Based on the content outline, **IDENTIFY HEALTH RESOURCES** by achieving 100 percent accuracy on the Unit Test.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

SUGGESTED ACTIVITIES

- A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

- B. Make transparencies.
- C. Provide students with Objective Sheet.
- D. Discuss Unit and Specific Objectives.
- E. Provide students with Information Sheet.
- F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

- G. Provide students with Handouts, Assignment and/or Job Sheets prior to the demonstration of the procedures.
- H. Integrate the following activities throughout the teaching of this unit:

I. Good personal health habits

- a. Students could identify healthy "fast" food and snack choices according to the basic food guidelines. These could be illustrated by posters using illustrations from magazines or nutrition education sources.
- b. The pros and cons of vegetarianism would be a good classroom discussion topic, especially if someone who is a vegetarian could be present.
- c. Many students are over-concerned about their weight. Students could weigh themselves and privately evaluate their weights by using various height and weight standards.
- d. Students could do reports on the special health concerns of athletes. The use of anabolic steroids, carbohydrate loading, exercise myths, food myths, preventing dehydration, preventing injuries, relationship of exercise, and menstruation are some possible topics.
- e. If not already done at the school, students' fitness could be assessed by using the President's Council on Physical Fitness and Sports guidelines. The physical education instructor could demonstrate/discuss exercises.
- f. Students could learn how to measure their pulse rate and determine their own best level of aerobic exercise.

- g. Students could interview professional or serious amateur athletes regarding their training schedules. What activities do they do to increase strength, suppleness, and stamina?
- h. Students could design their own fitness programs with consideration given to time, budget, and abilities.
- i. Students could locate exercise facilities in their community and mark these on a local map, including swimming areas or pools, trails, fitness trails, jogging tracks, tennis courts, and exercise clubs.
- j. There could be a class discussion of examples of the ways that good health habits can achieve the goals listed in II. A. of the Information Sheet.

2. Personal hygiene

- a. The teacher may want to lead a class discussion on the hazards of tanning and the associated fashions. Excessive ultraviolet light can promote skin cancer, especially in fair-skinned persons. Because of the increasing awareness of this, light pigmentation is also popular in some places and considered fashionable. The discussion could also relate to fashion in general and the identification of value conflicts.
- b. The information in the AIDS handout, HO 2, is based on the facts known at the time of this writing, but information on this topic could change greatly over time. The teacher should check with the AIDS hot lines for the most up-to-date resources before introducing this topic to the class. A willing AIDS victim or someone who knows an AIDS victim would be effective in class discussion.

3. Special problems

- a. Students who are disabled or who have special health problems in the classroom can be excellent resources. The teacher could ask these students to share their knowledge of their conditions, their special health needs, the kinds of things they needed to learn to do, who the health professionals were, who helped them, special equipment that the health professionals use, etc. This is most effective in a classroom atmosphere in which all of the students are given opportunities to share their unique ideas, knowledge, and talents so that the disabled student is not singled out.
- b. Utilization of wheelchairs, blindfolds, earplugs, and other devices by students will lend understanding to challenges some people face.

4. Emotional well-being

- a. Students could compile a list of local community resources which help teenagers with their problems. These resources might include hot lines and self-help groups within the school and counseling centers. The services and costs could be discussed in class.
- b. After students have completed the assignment sheets, these could be discussed in class so that students could see that there are different ways to approach stress and problems. Chairs could be arranged in a circle or small groups; simple refreshments could be served as a stress-releasing technique. It might be a good time to talk about how values affect decision making.

- c. A class project could be the identification of factors in the school environment that cause stress and suggestions for change.

5. Leisure activities

Students could interview both peers and adults regarding leisure-time activities. Questions to ask could be: Why do they like to do these activities? What special skills are needed? What special equipment or materials are needed? How much does it cost?

6. Substance abuse

- a. **Assignment Sheet 13** is designed to serve as the basis for a class discussion. A follow-up assignment after the students have discussed their opinions in class might be to have the students write letters to their local state legislators. This could be done as a class project or individually. The class could get more ideas by designing a survey on this topic and administering it to parents, friends, and neighbors.
- b. A class session might be devoted to role-playing situations involving alcohol and drugs. For example, students might practice dealing with the following situations: a) when the friend who took them to the party has been drinking; b) a peer group which has begun experimenting with drugs and is pressuring all members to participate; c) a teenager's parent who is an alcoholic; d) ways to say "no".
- c. Some additional discussion topics related to smoking might be: a) Should the school have a special smoking area? b) What should a non-smoker do when bothered by the smoke from a smoker? c) How can smoking damage a home?
- d. Students could interview smokers regarding their habit and the associated difficulties.
- e. A local law enforcement officer could discuss the legal issues associated with drugs that are applicable locally.
- f. Students could design posters based on one of the points listed in the smoking fact sheet (HO 7) and post these around the school.
- g. Pathology samples of healthy and smoker's lung tissue show very dramatically the effects of smoking on the lungs. A similar demonstration can be made showing healthy and alcoholic liver samples. Contact the pathologist at the local hospital.

7. Health resources

- a. Students could do a written or oral report describing a health professional's role, typical activities, and the educational qualifications needed to practice. The teacher may need to check topics to be sure they are narrow enough in scope when the profession chosen has many specialties.
- b. Students could write a report on current sources of health information, including appropriate experts or professionals.

- c. **Job Sheet 3:** Divide students into groups of two or three to complete this activity. Emphasize that students are not to do any procedure that might cause injury to another student, such as the Heimlich Maneuver. Suggested emergency situations: poisoning or drug overdose, broken bones, lack of breathing, heavy bleeding, severe burns, electric shock, or choking.

- I. Give test.
- J. Evaluate test.
- K. Reteach if necessary.

CONTENT OF THIS UNIT

- A. Cross-Reference Table of Instructional Materials
- B. Objective Sheet
- C. Suggested Activities
- D. Information Sheet
- E. Transparency Masters
 - 1. TM 1--Defining Health and Wellness
 - 2. TM 2--Nutrition
 - 3. TM 3--Exercising for Fitness
 - 4. TM 4--Daily Bathing
 - 5. TM 5--Shampoo
 - 6. TM 6--Adapt Area
 - 7. TM 7--Stress
 - 8. TM 8--Life
 - 9. TM 9--Failure
 - 10. TM 10--Handling Problems
 - 11. TM 11--Determining Leisure-Time Activities
 - 12. TM 12--Setting Goals
 - 13. TM 13--Be Prepared
- F. Handouts
 - 1. HO 1--Exercising for Cardiovascular Fitness
 - 2. HO 2--AIDS
 - 3. HO 3--Television
 - 4. HO 4--Alcohol: the Facts
 - 5. HO 5--What is Alcoholism?
 - 6. HO 6--Drugs and Their Effects
 - 7. HO 7--Smoking: the Facts

G. Assignment Sheets

1. AS 1--How Fit Am I?
2. AS 2--How Well Do I Eat?
3. AS 3--Wheel of Wellness
4. AS 4--Doing Things the Simplest Way
5. AS 5--Immunizations
6. AS 6--What is Stressful?
7. AS 7--Problem Situations
8. AS 8--How Do I Spend My Time?
9. AS 9--Identifying Leisure Activities
10. AS 10--Values
11. AS 11--Making Plans
12. AS 12--Planning Your Purchase
13. AS 13--What Should Be Done?
14. AS 14--Subtle Persuasion
15. AS 15--Home Fire Safety

H. Answers to Assignment Sheets

I. Job Sheets

1. JS 1--Being a Good Consumer
2. JS 2--Emergency Phone Numbers
3. JS 3--First Aid Role-Playing

J. Unit Test

K. Answers to Unit Test

REFERENCES USED IN DEVELOPING THIS UNIT

- A. Anderson, H. The Disabled Homemaker. Springfield, IL: Charles C. Thomas, 1981.
- B. Bergstrom, J. M. School's Out - Now What? Berkeley, CA: Ten Speed Press, 1984.
- C. Cooper, K. H. The Aerobics Program for Total Well-being. New York: Bantam Books, 1982.
- D. Fitzsimmons, Cleo, and Flora Williams. The Family Economy - Nature and Management of Resources. Ann Arbor, MI: Edwards Brothers, 1973.
- E. Getchell, B.; R. Pippin; and J. Varnes. Health. Boston: Houghton Mifflin Company, 1987.
- F. Handbook of First Aid. Pleasantville, NY: Reader's Digest.
- G. Kane, W. M. Understanding Health. New York: Random House School Division, 1987.

HELPFUL RESOURCES

A. Local

1. Dentist, dental hygienist, orthodontist, dental society
2. Medical society, hospitals, health centers, mental health association
3. Branches of national organizations
4. Alcoholics Anonymous
5. Better Business Bureau
6. City, county, or state health departments
7. Departments of health, psychology, nutrition, etc., at the local college or university

B. National

1. American Cancer Society, 1599 Clifton Rd. NE, Atlanta, GA 30329
2. American Council for Healthful Living, c/o Jane Westlake, Elite Graphics, 285 Changebridge Rd., Pine Brook, NJ 07058
3. American Dental Association, Bureau of Health Education and Audio-Visual Services, 211 E. Chicago Avenue, Chicago, IL 60611
4. American Dietetic Association, 216 W. Jackson Blvd., Ste. 800, Chicago, IL 60606
5. American Red Cross, 17th and D Streets N.W., Washington, DC 20006
6. Center for Disease Control, U.S. Dept. of Health & Human Services, 1600 Clifton Rd. NE, Atlanta, GA 30333
7. Consumer Information Center, 18 F St. NW, Rm. G-142, Washington, DC 20405
8. March of Dimes Birth Defects Foundation, Public Health Education Department, 1275 Mamaroneck Avenue, White Plains, NY 10605
10. National Council on Alcoholism and Drug Dependence, 12 W. 21st Street, New York, NY 10010
9. National Dairy Council, 6300 N. River Road, Rosemont, IL 60018-4233
11. National Health Information Center, PO Box 1133, Washington, DC 20013-1133. 800/336-4797. An information and referral service which can identify health resources.
12. The President's Council on Physical Fitness and Sports, c/o Asso. for Fitness in Business, 310 N. Alabama, Ste. A100, Indianapolis, IN 46204

13. Students Against Driving Drunk, PO Box 800, Marlboro, MA 01752
14. U.S. Dept. of Health and Human Services; Alcohol, Drug Abuse, and Mental Health Administration; National Institute on Alcohol Abuse & Alcoholism; Parklawn Bldg.; 5600 Fishers Lane; Rockville, MD 20857

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

INFORMATION SHEET

I. Definitions and terms

(Objective 1)

- A. Aerobic exercise--exercise which requires oxygen. The heart and breathing rates are increased in order to supply oxygen to the working muscles.
- B. AIDS (Acquired Immune-Deficiency Syndrome)--fatal viral disease of the immune system. Infected persons become unable to fight off infections.
- C. Drug--chemical substance which changes living cells in any way.
- D. Euphoria--exaggerated feeling of happiness.
- E. Habit--activity that has become automatic.
- F. Hemiplegia--paralysis or lack of function of one side of the body.
- G. Heredity--physical, mental, and other traits inherited from one's parents. (The potential for having certain diseases is inherited.)
- H. Immunization--the process by which a person becomes resistant to a harmful agent. This is done by administering weakened organisms, which cause the body to produce substances that prevent the disease.
- I. Morbidity--the condition of being diseased, ill, or the proportion of a population which has a certain disease.
- J. Mortality--the death rate.
- K. Pathogens--any microorganism (such as bacteria or parasites) or substance which can cause disease.
- L. Paraplegia--the paralysis of the lower part of the body. (Quadriplegia is paralysis of both legs and both arms.)

II. Defining health and wellness

(Objective 2; TM 1; AS 1)

- A. State of physical, mental, and social well-being
 - 1. At your best at school, work, play, and with your friends
 - a. Enjoyment of life and enthusiasm for the tasks at hand

- b. Able to follow through
- 2. More than the absence of disease
- 3. Glowing good looks

B. Matter of personal choice and responsibility

(NOTE: No one else can eat, sleep, or exercise for you.)

III. Good personal health habits

(Objective 3; TM 2, 3; HO 1; AS 2, 3)

- A. Health behaviors or habits are major factors which determine health, safety, and length of life. Environment and heredity are other factors which affect health.
- B. Eat well. (Review Unit VI.)
- C. Exercising for fitness
 - 1. Benefits
 - a. Feeling of well-being (physical and emotional)
 - b. Increased self-confidence and self-esteem
 - c. Improved appearance (healthy glow, better posture, and more pleasing body proportions)
 - d. Greater resistance to disease (infectious and chronic), less susceptibility to accidents and injury, and lower medical costs
 - e. Better able to handle stress (Exercise releases tension and anxiety.)
 - f. Easier to maintain body weight
 - 2. Components of fitness
 - a. Strength to move self or small objects
 - (1) Weight training is the fastest way to increase strength.
 - (2) Calisthenics are exercises that use the weight of the body to increase strength. Examples: sit-ups with knees bent, push-ups, pull-ups (When done quickly and continuously, these exercises can also increase cardiorespiratory fitness.)
 - (3) Isometric exercise, which involves the contraction of muscles without movement, can increase muscular strength.
 - b. Suppleness, flexibility, or range of movement
 - (1) When joints and muscles are not flexible, movement is limited and injury is more likely.
 - (2) Bending and stretching exercises done slowly and smoothly increase flexibility.
 - c. Stamina or cardiorespiratory endurance
 - (1) The most important component of fitness is the ability to keep moving over a long period of time because of its effects on health.
 - (2) This fitness level is acquired through regular exercise of the whole body and large muscles which raises the heart rate for at least 15 minutes, 3-5 times per week. Examples: brisk walking, running, swimming, bicycling, aerobic dance, cross-country skiing
 - (3) Always start aerobic activities with a warm-up at a slower rate and end with a cool-down. (Do not end with a burst of activity.)

d. Rest and relaxation

- (1) The average person needs 7-8 hours of sleep per night.
 - a. Stretching exercises relax the body before going to bed.
 - b. A warm bath or shower relieves tension and relaxes muscles.
- (2) Allow time to pursue pleasurable activities or activities that decrease stress and anxiety.

- D. Support the maintenance of a healthy environment by contributing to ways which enhance the environment without abusing it.

IV. Personal hygiene

(Objective 4; TM 4, 5; HO 2; JS 1)

A. General

1. Pathogens can enter the body through the mouth, nose, cuts in the skin, vagina, urethra, or anus.
2. Sexually-transmitted diseases (venereal diseases) are spread via direct physical/sexual contact. Half of the people infected with these diseases are under 24 years of age.
3. Most common infections, including colds and flu, are spread by body secretions and enter the body through the mouth. One of the best ways to prevent infection is to wash the hands with soap and water after each use of the toilet and before eating.
4. Clothing, eating utensils, and other objects used by an infected person can spread disease. Cleanliness helps prevent the spread of disease.
5. Food and water can carry pathogens. Avoid food or water that you suspect might be contaminated.
6. Animals and insects can spread disease. Flies and cockroaches may carry disease-causing organisms, and insect bites can spread infections.

B. Skin care

1. Skin looks its best when eating, sleeping, and exercising become regular habits.
2. The best and least expensive skin care is soap and water. (Additional care or the use of cleansing lotions and moisturizers may be needed for dry skin.)
3. Bathing daily is the primary way to control body odor. During puberty, sweat and oil glands increase activity and some glands become active for the first time, causing perspiration odor.
4. Care of mild cases of acne:
 - a. Wash the face gently several times per day.
 - b. Do not squeeze the pimples. (This can lead to infection and scarring.)
 - c. Skin cleansers containing salicylic acid are effective.
 - d. If make-up is used, remove it all before going to bed.(NOTE: See a physician for severe cases of acne.)
5. Make-up
 - a. Sharing make-up can spread infections.
 - b. For teenagers, water-based make-ups are often the best because teens tend to have oilier skin.
 - c. Wash hands before applying make-up.
 - d. Do not use saliva (which contains bacteria) to moisten make-up.

6. Feet
 - a. Keeping the feet dry and clean helps to prevent odor and infection such as athlete's foot.
 - b. Start each day with clean socks and change them after exercise.
 - c. Shoes need time to air and dry out. Alternating two pairs of shoes will help prevent odor and infection and will help the shoes last longer.
7. Tanning (by the sun or artificially) can damage the skin and cause skin cancer.

C. Hair

1. Shampooing
 - a. Once or twice a week is usually enough, but in dirty air environments or when the hair is oily, more frequent washing may be needed.
 - b. Generally, inexpensive shampoos work as well as expensive ones. Experiment to find the right type of shampoo for you.
2. Brushing stimulates scalp and hair growth if not done too vigorously.

D. Mouth

1. Neglecting tooth care can affect appearance, cause discomfort, be expensive, and affect the enjoyment of food.
2. Maintaining the health of teeth requires daily brushing, flossing, and regular visits to the dentist.
3. Mouthwashes are used for temporary breath freshening.
 - a. They are usually not necessary if the teeth are properly cared for.
 - b. Extremely bad breath is a sign that something is wrong (such as infection, digestive problems, decaying teeth or gum problems).

E. Eye care

1. To prevent the spread of eye infections, do not share towels or eye make-up. Wash hands before applying eye make-up.
2. To avoid infection and severe eye damage when wearing contact lenses, follow the instructions for cleaning the lenses carefully. Always wash hands before handling the lens and **never** put the lenses into the mouth.

V. Special individual needs

(Objective 5; TM 6; AS 4)

- A. One out of 10 people in the U.S. has a disabling condition which limits or restricts the ability to perform daily activities.
Examples: Orthopedic and neurological problems, hearing and speech problems, visual problems, mental retardation, learning disabilities
- B. By learning alternate ways to perform daily tasks, disabled persons can develop independence and self-reliance.
 1. Assisting disabled persons in the performance of tasks through instruction and home design are two opportunities for home economists.

2. Good personal health, hygiene, and resource management habits are important for everyone but may be crucial for a disabled person.

C. Simplifying the performance of daily chores

1. Daily tasks can become routine because "it has always been done that way."
 - a. Disabled persons may need to learn new ways of doing things.
 - b. Everyone benefits by asking the questions, "Is there a better way?" and "Do I need to or really want to do this?"
2. Ways to change the way a task is performed
 - a. Change body position or range of motion.
Example: A wheelchair-assisted person who has paraplegia might do food preparations at a kitchen table with all of the needed equipment within easy reach.
 - b. Change the equipment and tools used and/or adapt equipment to special needs.
Example: A person who has difficulty grasping objects might use a thick-handled toothbrush.
 - c. Change the place where a task is performed.
Example: A person with paraplegia might get dressed while lying in bed.
 - d. Change the raw materials.
Example: The form of a tooth cleaner might be changed for easier handling.
 - e. Change the end product.
Example: Choosing not to prepare a meal that takes a lot of preparation
 - f. Compensate for the lack of function of one part of the body by using another.
Example: A hemiplegic might use the thighs to brace an object rather than using his or her other hand.
 - g. Use gravity.
Example: Laundry chute from top floor to the laundry room
 - h. Use wheels and momentum.
Example: Objects on a cart are easier to move from one place to another.
 - i. Carefully plan storage and use of storage aids.
Example: Use racks or dividers to keep supplies organized and in the most convenient location.

VI. Providing necessary health care

(Objective 6; AS 5)

- A. Keep immunizations up to date.
- B. Take advantage of screening tests, blood pressure checks, and cholesterol checks offered at health fairs and malls.
- C. When to call the doctor
 1. High fever
 2. Continued or prolonged diarrhea or vomiting
 3. Severe pain
 4. Difficulty breathing
 5. Sudden vision problems
 6. Serious accident, injury, or broken bones
 7. Animal bites or bee stings

8. Blood in the phlegm, stools, urine, or any unusual bleeding
9. Unexplained rash or skin problem
10. Unusual weight gain or loss and difficulties in swallowing or eating
11. Frequent or painful urination
12. Fatigue, weakness, dizziness, or headaches that do not go away
13. Continued depression
14. Cut or sore which heals slowly
15. Mole that bleeds
16. Lump or thickening in the breasts or any other part of the body

VII. What is stress?

(Objective 7; TM 7, 8; AS 6)

A. Stressors are situations or things that place demands on a person's ability to cope or adapt.

1. Stressors are usually things that alter the normal pattern of life. Both happy and unhappy situations can be stressors.
2. Many minor stressors can produce as much stress as one major stressor.
3. Examples of stressors: exams, competition, a first-time experience, family illness, sudden increase or decrease in income, worry about relationships, overwork, change in parent's marital status, changes in body chemistry or appearance, peer and social pressure

B. Stress is the body's response to a physical or mental challenge.

1. Stage I is the alarm stage or the immediate response to a stressor or fear.
 - a. Also known as the "fight or flight" mechanism
 - b. Hormones such as adrenalin are released into the blood.
 - c. Effects on the body include increased heart rate, breathing rate, and blood pressure; less blood going to the internal organs such as the stomach and intestines, and more blood going to the brain, arms, and legs; dilated pupils; tensed muscles; increased blood sugar; and increased perspiration.
2. Stage II is the resistance stage in which the body and mind deal with the stressor. Some examples of coping mechanisms are denial and nervous laughter.
3. Stage III is exhaustion if the stress lasts too long.
 - a. Physical and mental fatigue can result, and the body may respond with illness.
 - b. Depression or feelings of being helpless, lonely, sad, or worthless may result.
 - c. Psychosomatic illness is a physical response to stress.
Examples: diarrhea, constipation, ulcers, skin disorders, headaches

C. People react differently to the same stressor.

1. Factors affecting what is stressful and how stressful it is
 - a. Age or stage in life, social circumstances such as cultural background and income.
Example: Pregnancy is more stressful for an unmarried, financially insecure teenager than for a financially and emotionally secure adult.
 - b. Previous experiences
Example: A person who had a previous bad association with a certain type of situation may react with more stress to a similar situation than one who does not have these associations.

2. Symptoms of stress vary from person to person and from time to time in the same person.

Examples: nail-biting, nervous cough, nausea or diarrhea, withdrawal or aggression, pain

D. The positive sides of stress

1. Motivation and strength can be increased.
2. Stress promotes emotional growth and learning.
3. Challenges give confidence and a sense of accomplishment.
4. Routine tasks offer little challenge and become boring.

VIII. Developing the ability to solve problems

(Objective 8; TM 9, 10; AS 7)

A. Problem-solving steps

1. State the problem. (Look for the underlying problem.)
2. Identify the possible solutions.
 - a. Evaluate the consequences.
 - b. Gather more information if needed.
 - c. There may be more than one solution.
3. Make a decision and act on it.
4. Review the results.
 - a. What happened?
 - b. What can be learned?

B. Coping with problems

1. Seek help when needed. It is better to get help too early than too late.
 - a. Talk with a trusted adult such as a clergy member, school counselor, or relative.
 - b. Join a support group that shares problems.
 - c. Talk to friends.
2. Examine goals and values. What is really important?
3. Remember that failures are opportunities to learn. All successful people have had setbacks.
4. Tackle big problems one step at time. Break a big problem down into smaller problems that can be coped with a bit at a time.
5. Everyone is special. Self-criticism does far more harm than good.
6. Avoid solving one problem by creating another problem. Destructive behavior (of self or others) is an example of this.
7. If someone else has a problem, listen.
 - a. Avoid criticism; be supportive.
 - b. Do not try to solve other people's problems for them. Make a safe place for them so that they can find the solution themselves.

C. Relieving and reducing the tensions caused by stress

1. Good health habits such as exercise, adequate rest, and a good diet help deal with stress.
2. Make use of relaxing activities which help make you feel calm.

Examples: Progressive relaxation (tensing and relaxing body parts in turn), meditation, biofeedback, yoga, and martial arts

3. Make friends who are supportive during both good and bad times.
4. Avoid unnecessary stress.
Examples: Doing assignments on time and preparing for class, being well-prepared for stressful situations by practicing or visualizing success
5. Release feelings of responsibility for other people's problems.
Example: parental marital problems
6. Be flexible or allow for and accept changes in circumstances and needs.
7. Relationships
 - a. Limit time with people who cause stress.
 - b. Think of ways to modify personal behavior to decrease stress in a relationship.
 - c. Strive for open communication to decrease misunderstandings that can cause unnecessary stress.
8. Alter lifestyle.
 - a. Consider capabilities and limit activities, allowing time to exercise, relax, and be alone.
 - b. Learn to say "no" and identify what is most important.
9. Change ideas about stressors.
 - a. Focus on what can be done rather than on what is happening.
 - b. Think about a stressor as misguided entertainment!

IX. Assessing resources for leisure-time activities

(Objective 9; AS 8)

- A. Resources are the means to satisfy wants and achieve goals.
Examples: time, health and aptitudes, wealth (money, income, goods available, space), community resources (facilities, services, parks, libraries, museums, recreation programs, playing fields, clubs, or organizations), knowledge, experience, interest, and attitudes, inner strengths
 1. How do you spend your resources?
 2. Is a lack of planning resulting in wasted resources?
- B. What are values?
 1. Values are often reflected in how resources, such as time and money, are spent.
 2. Choices are made daily. Conscious choices are based on values.

X. Determining leisure-time activities

(Objective 10; TM 11; HO 3; AS 9)

- A. The main characteristic of leisure is the use of resources in activities that the person enjoys.
- B. Some purposes of leisure activities:
 1. Expression of creativity
 2. Development of talents, abilities, and increased self-esteem
 3. Learning about new things

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4. Fun and relaxation to relieve stress
5. Companionship and friendship
6. Production of a useful product

XI. Choosing companions

(Objective 11; AS 10)

- A. Start with values or beliefs about what is good and bad, important and unimportant.
- B. Generally, friends share the same values; different values can cause conflicts, but a limited friendship is possible when people have something in common such as interests, hobbies, or goals.
- C. Special interest clubs are a way to share expensive resources, learn more about the activity, and meet people who share the same interests.

XII. Scheduling arrangements

(Objective 12; TM 12; AS 11)

- A. Setting goals
 1. If goals conflict with each other, they must be ranked.
 2. Goals may be changed when there are new needs, new knowledge, or resources change.
- B. Make a list of what is needed now and what is needed later.
Examples: time, equipment, money, transportation
- C. Collect information, identify alternatives, and weigh the alternatives.
- D. Make a decision and choose among the alternatives. Identify what needs to be done and when it will be done.
- E. Make a plan. Keep a calendar of what has been planned. A good plan:
 1. Fits into other people's plans or does not interfere with their plans
 2. Allows for flexibility to deal with emergencies
 3. Gets the interest or cooperation of others who are involved or concerned with the plan
 4. Makes realistic estimates of the resources needed and arranges to have these available when needed
- F. Initiate the plan, check on progress towards goals, and adjust the plan as needed.

XIII. Obtaining equipment for family and individual health

(Objective 13; AS 12)

- A. Use a list to avoid making poor, on-the-spot choices.
 1. What is needed

2. Qualities or standards required
3. Possible brand names
4. Money allotted

- B. Assess value. Avoid buying unneeded features that would not be used or do not fit the end use.
- C. Compare prices of similar products.
 1. Consider time and energy.
 2. Very careful shopping may not be worth the "cost" in time.
- D. Consider the costs of upkeep and storage.
- E. Understand the terms of guarantees, contracts, and warranties.
- F. Consider the advantages and disadvantages of borrowing or renting equipment.

XIV. Analyzing substance abuse ("Just say no")

(Objective 14; HO 4, 5, 6, 7; AS 13, 14)

- A. All drugs (including common ones such as aspirin) can have damaging effects on the body.
- B. Using addictive drugs can result in serious or fatal body damage due to the effects of the drug itself on body chemistry, function, or metabolism.
- C. Illegal drug use can result in arrest, incarceration, and a criminal record which limits job and career opportunities far into the future.
- D. Using mind-altering drugs when operating machinery can be fatal or cause injury and permanent disability to self or others.
- E. The use of drugs can lead to psychological dependence, physical dependence, tolerance, or addiction.
 1. Psychological dependence refers to the feeling of needing the drug for a sense of well-being.
 2. Physical dependence is the body's need for the drug in order to function. If the substance is not taken, the body reacts with physical reactions, often painful and severe, which are called withdrawal symptoms.
 3. Tolerance can occur after using a drug for a period of time. The body may need larger amounts to produce the effect, which leads to greater use and is often a precursor of physical dependence.
- F. Types of mind-altering drugs
 1. Depressants slow down the nervous system.
Examples: alcohol, sedatives, tranquilizers, opiates
 2. Stimulants increase the rate of body processes.
Examples: nicotine, amphetamines, cocaine, caffeine

3. Hallucinogens alter perceptions.
Examples: LSD, mescaline, marijuana

XV. Emergency procedures

(Objective 15; TM 13; AS 15; JS 2, 3)

A. Be prepared.

1. Have emergency phone numbers on or by the phone.
2. Learn what to do for the following situations: poisoning or drug overdose, possible broken bones, lack of breathing, lack of pulse, heavy bleeding, bad burns, electric shock, choking.
3. Know how to do CPR (cardiopulmonary resuscitation). **Caution:** Attempting it without adequate training can do more harm than good.
4. Evaluate fire hazards in the home and prepare a fire escape plan.

B. Shock

1. Any injured victim can go into shock.
2. Symptoms of shock: feeling of weakness; paleness; moist and clammy skin; rapid, irregular pulse; shallow breathing; thirst
3. General treatment for shock
 - a. Insist that the victim lie down with the feet and legs propped up to help increase oxygen to the brain.
 - b. Keep the victim warm; cover with a blanket, coat, or other garment.
 - c. Loosen neckties, belts, or other tight clothing.
 - d. Talk in a normal tone of voice and reassure the victim.
 - e. Offer water or other beverage (non-alcoholic) if the victim is conscious.

C. First aid does not replace the need for skilled medical personnel.

1. Stay calm and reassure the person that everything necessary is being done.
2. If you do not know what to do, it is best to do nothing and get help.
3. Get help immediately, but do not leave the victim alone if you can help it. Leave the person who knows the most first aid with the victim.
4. Gather information that will help emergency personnel treat the victim.
5. Do not move the victim unless absolutely necessary. Help the victim be as comfortable as possible and treat for shock.

D. Follow safety rules and use safety equipment to prevent death and injuries due to accidents.

1. Automobile accidents are the leading causes of death for those aged 15 to 24, half of which involve alcohol.
 - a. Always use automobile safety belts.
 - b. Don't drink and drive. Refuse to ride with any driver who has been drinking.
 - c. Obey traffic laws.
2. Know the risks of a particular activity.
 - a. Follow water safety rules.
 - b. Follow safety precautions and use safety equipment when using dangerous chemicals, dangerous machines, or tools.

XVI. Identifying health resources

(Objective 16)

A. Medical services

1. Private physicians work out of their own offices and usually charge a fee for each service or treatment.
2. HMOs (Health Maintenance Organizations) are group practices of different specialists and allied medical personnel.
 - a. Clients pay a fixed sum in advance.
 - b. In addition to the care of illness and injury, there may be wellness programs.
3. Hospitals usually provide emergency services and patient care and may also have wellness programs for the community.
4. Mental health resources include clinics and counseling centers.
5. Free-standing emergency clinics are for emergencies only.
6. Nursing homes or long-term care facilities provide patient care for those who need it for a long time.
7. Hospices care for people who are dying.
8. Public clinics may offer a variety of health care services; these services may be free or based on the patient's ability to pay.
9. Specialized clinics provide health care for certain types of patients.
Examples: pregnancy, diabetes, or sports clinics

B. Hot lines are phone services that deal with specific problems or answer questions.
Examples: suicide-prevention, venereal disease, AIDS

C. Government Programs (local, state or federal) offer a variety of health services which vary from locale to locale.
Examples: nutrition programs, home nursing services, government information services, local health and recreation departments

D. Private agencies, foundations, and volunteer organizations may support health research, as well as educate the public about health matters.
Examples: American Heart Association, American Cancer Society, March of Dimes

E. Self-help groups
Examples: Alcoholics Anonymous or Alateens

F. Professional organizations and local medical societies can provide lists of qualified professionals and often provide education to the public.

G. Books, magazines, newspapers

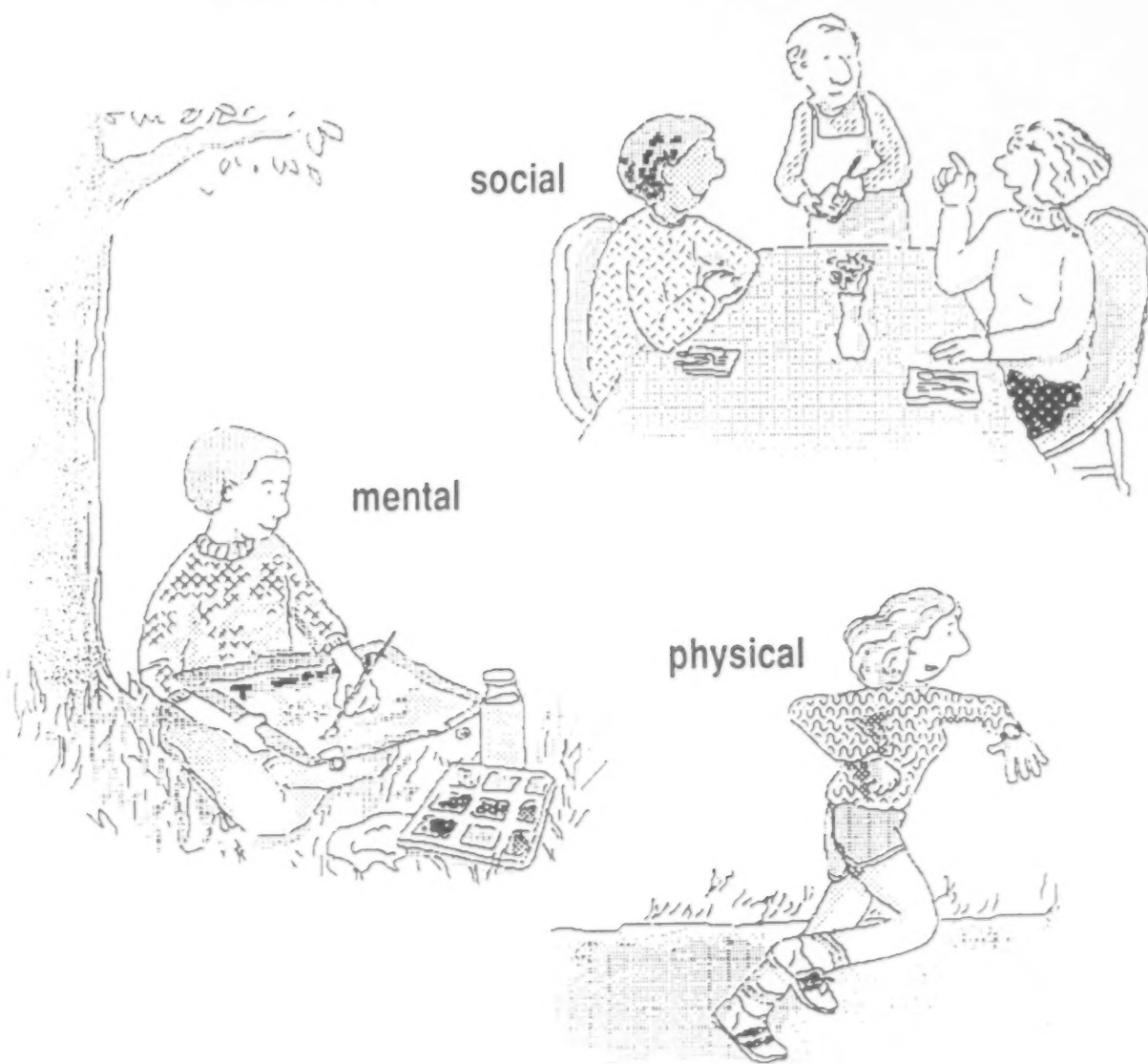
1. Check the credentials of the author(s). Are they qualified in the area in which they are writing? (An M.D. degree does not necessarily mean qualifications in a specific area of expertise.)
2. How old is the material? Books that are 5-10 years old may be out of date.
3. Are health claims backed up with references to controlled research and not with just case reports or examples?

H. Company and university wellness programs provide education and facilities for employees and families, and in some cases, for the public as well.

I. Other health professionals

1. Dietitian--specializes in nutritional care and food delivery
2. Dentist--diagnoses and treats diseases of the mouth tissues
3. Occupational therapist--helps patients with daily living tasks
4. Nurse--provides direct care or education of patients
5. Physical therapist--specializes in exercise
6. Medical technician--works in a laboratory
7. X-ray technician--performs procedures involving radiation
8. Social worker--deals with the social and economic problems of patients
9. Psychologist--performs psychological evaluation, therapy, or research (Psychiatrists are physicians trained to treat nervous system problems.)
10. Chiropractor--treats mild dislocations of the spinal vertebrae
11. Optometrist--examines, measures, and treats visual defects with corrective lenses
12. Dental hygienist--aids dentists and performs procedures such as tooth cleaning
13. Physician's assistant and nurse practitioner--perform medical procedures under the direction of a physician

DEFINING HEALTH AND WELLNESS



A state of physical, mental and social well-being.

NUTRITION



EXERCISING FOR FITNESS



"When I feel like exercising, I just lie down
until the feeling goes away."

Paul Terry

DAILY BATHING (Not All-Day Bathing)

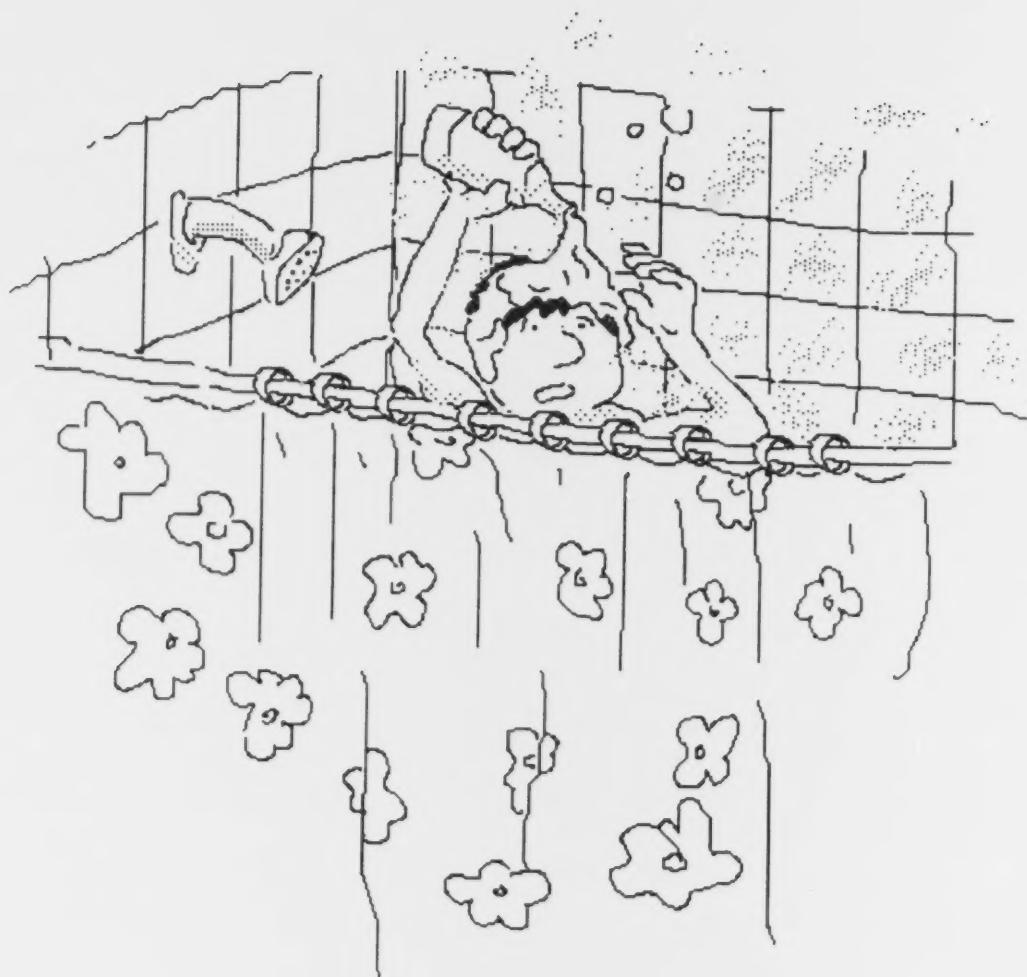


"Could somebody bring me
a bar of soap?"



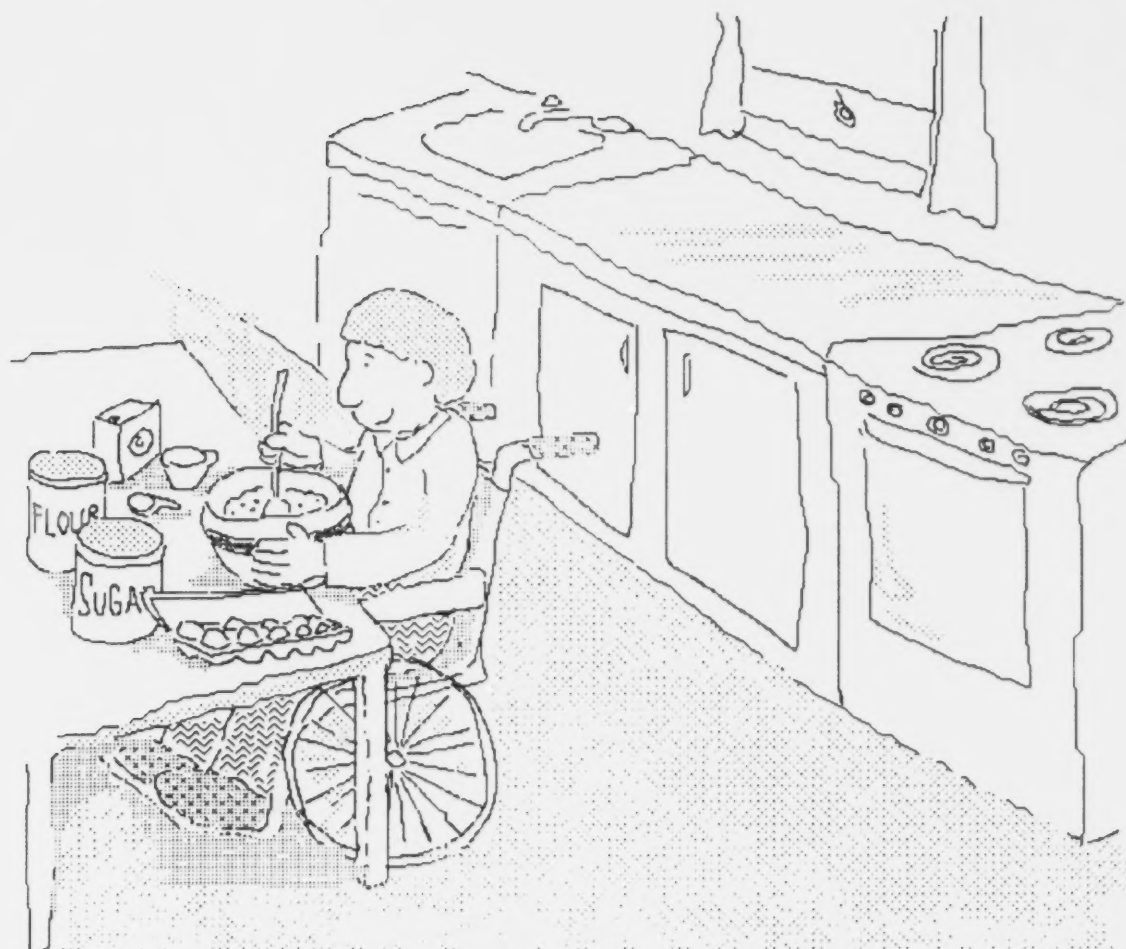
"Towel--where's the towel?"

SHAMPOO



"If I use lots, maybe I won't have to do this again 'til next week."

ADAPT AREA



"Anything you can do..."

380

STRESS



**"Man is troubled not by events themselves
but by the views he takes of them."**

Epictetus

LIFE



**"LIFE is not a matter of having good cards,
but of playing a poor hand well."**

350

Robert Louis Stevenson

FAILURE



**"Failure isn't failing at the project at hand.
Failure is giving up on yourself."**

Donna deVerona

HANDLING PROBLEMS



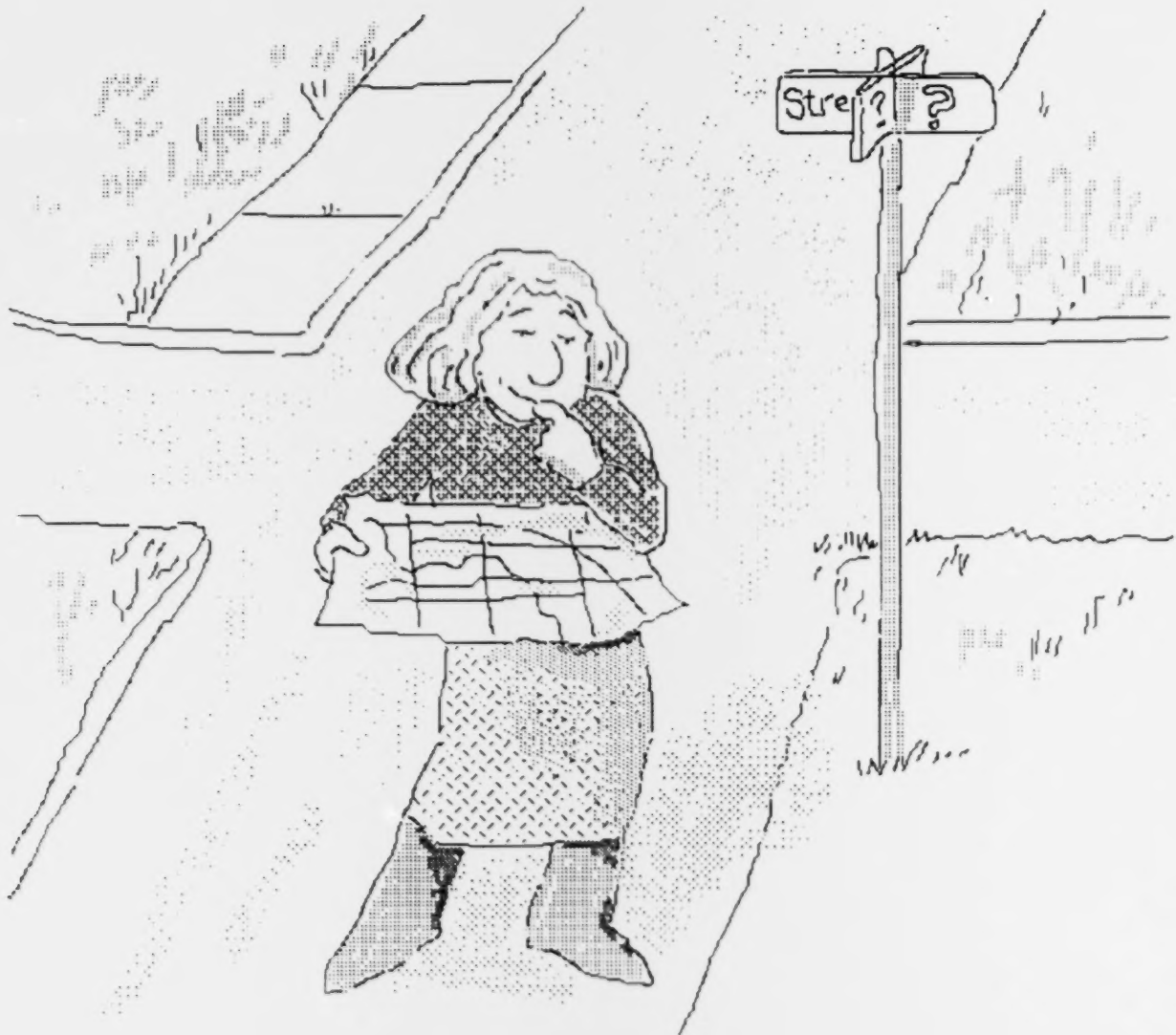
If you are not having problems,
 you are missing an opportunity for growth.

DETERMINING LEISURE-TIME ACTIVITIES

- Athletics
- Outdoor and Nature
- Arts and Crafts
- Music
- Drama
- Community
- Developing Special Interests



SETTING GOALS



It's hard to get directions if you don't know where you are.

Michael Mahoney

BE PREPARED



FAMILY AND INDIVIDUAL HEALTH

UNIT VII

HANDOUT 1--EXERCISING FOR CARDIOVASCULAR FITNESS

Caution: If special health conditions exist, check with your doctor before initiating any exercise program. Persons over 30 should have a physical examination before beginning a program. Do not force exercise if there is dizziness, pain, or shortness of breath.

Warm-up--the first five minutes of exercise

Warm-up exercises increase blood flow to the muscles, increase muscle temperature, and help prevent injuries and muscle soreness.

Warm-up exercises should not be strenuous or demanding. Weight-lifting is not recommended. Stretches that are slow and fluid are the best. If you have not done these exercises before, start with the least number of repetitions and work up to the larger number of repetitions. Some examples follow:

1. Lie on your back and bring one knee up to the chest and hold it there for five counts. Repeat with the other leg. Then, hold both legs for five counts.
2. Standing with feet shoulder-width apart and knees slightly bent, swing both arms from the shoulders in large circles inward across your body, upward across your face, out and back down. Do 10-20 times.
3. Standing with feet shoulder-width apart, knees slightly bent, and arms out at shoulder height, twist the trunk as far as possible to one side and then to the other. (Move smoothly; do not bounce.) Do 6-12 times. Standing in the same position, extend one arm over the head with the other at the side. Stretch only as far as comfortable and then repeat for other side. Do 6-12 times.
4. Sit on the floor with one leg straight, toes pointing up, and the other foot tucked against the thigh of the extended leg. Lean forward and slide your hands down the straightened leg until you feel the legs stretching but not hurting. Hold for five seconds. Do 2-6 times. Repeat with the other leg. This stretches the hamstring muscle at the back of thighs.
5. Stand facing a wall at arm's length away with hands resting on the wall, feet apart, and knees straight. Lean forward, bending the elbows slowly. Keep legs and body straight and heels on the floor. Don't lean too far if it hurts. Hold for 10 seconds and return to starting position. Do 2-6 times.

Aerobic phase

For cardiopulmonary fitness, aerobic exercise should be done for 15-30 minutes at your target heart rate 3-5 times per week. Your target heart rate is your heart rate at rest (per minute) plus 75% of the difference between 200 and your heart rate at rest (HRr) or:

$$\text{Target heart rate} = \text{HRr} + 0.75(200 - \text{HRr})$$

Learn to take your pulse at your wrist or neck so that you can keep track of your heart rate during exercise. Use a watch with a second hand and count your pulse for 15 seconds and then multiply that by 4 to get your heart rate.

Competitive recreational sports such as volleyball, basketball, and soccer involve quick spurts of activity rather than continuous movement and need to be combined with strength and stamina exercise for overall fitness.

To improve fitness, work the muscular systems at greater than normal levels. Start where you are now and build up stamina slowly. Overdoing it can cause injury and prevent further exercise. You should not feel exhausted after exercise or fatigued the next day.

Aerobic exercise does not require expensive equipment or facilities. Jogging and walking are great ways to get aerobic exercise. Other examples are: aerobic baseball or running bases (one runner, two basemen and no batter), mall walking, and stair climbing (up and down for the right amount of time). Can you think of any others? Aerobic exercise can be done with others, which makes it even more fun. Instead of talking with your friends on the phone, you could walk or jog together. Families can do active rather than passive activities together.



Cool-down--five minutes

This time allows your body to adjust to being quiet again and allows the blood to return from the muscles to the rest of the body. Keep moving but at a slower pace so that the heart rate decreases gradually. For example, if you are running, walk; if you are walking, walk slower; if you are bicycling, get off and walk the bike; if you are swimming, walk around the shallow end of the pool.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

HANDOUT 2--AIDS

What is AIDS?

AIDS (Acquired Immune Deficiency Syndrome) is a condition in which the body's natural defenses against infection break down. It is believed to be caused by the HIV virus. Persons infected develop a number of severe infections leading to serious illness, and most infected persons will die within several years. It is estimated that more than a million Americans have been infected with the virus and are potential carriers. A number of these persons will show active symptoms of the disease. Currently, there is no cure, but many scientists are studying the problem.

How is the AIDS virus spread?

The disease is transmitted through body fluids (blood and semen) when they enter another person's blood stream. There is disagreement whether it can be spread by heterosexual intercourse not involving anal intercourse. It is also transmitted to the unborn children of infected mothers. It is not spread through the air or by casual contact, and there is no evidence that anyone has ever gotten AIDS through saliva contact. Blood transfusions are now an unlikely source of infection since all donated blood is tested for the AIDS virus.

Who has AIDS?

AIDS was once believed to be only a problem for certain groups, such as homosexuals, drug addicts, and persons receiving blood transfusions. However, it takes only one infected needle or sexual contact with an infected person to spread the disease. AIDS is spreading into other population groups, as well. By the end of this century, it is predicted that the majority of persons infected with the AIDS virus will not be homosexuals.

How is AIDS prevented?

The best way to prevent getting AIDS is to not have sexual intercourse with persons who have the AIDS virus. Since a person may be infected and not yet know it, responsible sexual behavior is important. Illegal intravenous drug use should be avoided, and those who need intravenous drug administration must never use a needle that has been used by someone else.

What are the social and ethical issues?

As the AIDS epidemic spreads, more and more people will know people who have AIDS, and the costs of medical care for infected persons will rise dramatically. People who have this serious disease need care, concern, and understanding, rather than fear due to lack of knowledge.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

HANDOUT 3--TELEVISION

Television viewing has become a major American leisure-time activity. Television can be entertaining, relaxing, and educational. It can also be a mesmerizing distraction which takes up time that could be used in activities that help to meet our goals. Many people are alarmed by the amount of time that people watch television because it often substitutes for activities which contribute to physical and mental health, such as exercise, communication within families, and activities which develop skills and self-esteem. Studies have indicated that students who watch as much as 4-5 hours of TV per day have more learning and behavior problems in school. Is too much of your time being spent watching TV? Here are some ideas for cutting down on TV watching and making the most of the time you do watch it.

1. Each week, decide ahead of time which shows you will watch.
2. Ask yourself why you are watching a particular program. What benefit is it providing for you? Are there other activities which would give the same benefit and other benefits as well?
3. Be a critical and active viewer. Think about the script, the camera work, the editing, the viewpoints expressed. How could you have done it better?
4. Remember that you have control. If a program that you selected is not what you expected, is offensive or boring, you can turn it off. Identify alternative activities beforehand.
5. After each program, ask yourself what you got out of watching it. Did you learn something? Did you get the benefit that you expected?
6. Identify your TV "addictions." Are there certain shows that you watch out of habit? Are there more worthwhile habits to adopt during this time?
7. Discuss what you have seen with others, your family, and your peers. Think about how the program's content is important to you and what it means.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

HANDOUT 4--ALCOHOL: THE FACTS

Stomach

- 1 Passes quickly through the stomach, though food can slow it down for a short time.

Small Intestine

- 2 Goes through the wall of the small intestine almost immediately. It's not food, so it is not digested.

Blood Stream

- 3 Travels in the blood to all parts of the body. Keeps on circulating through the body until it is broken down and gotten rid of.

Brain

- 4 Reaches into and depresses certain areas of the brain. Added drinks reach deeper, knocking out control centers one by one. Sequence is:

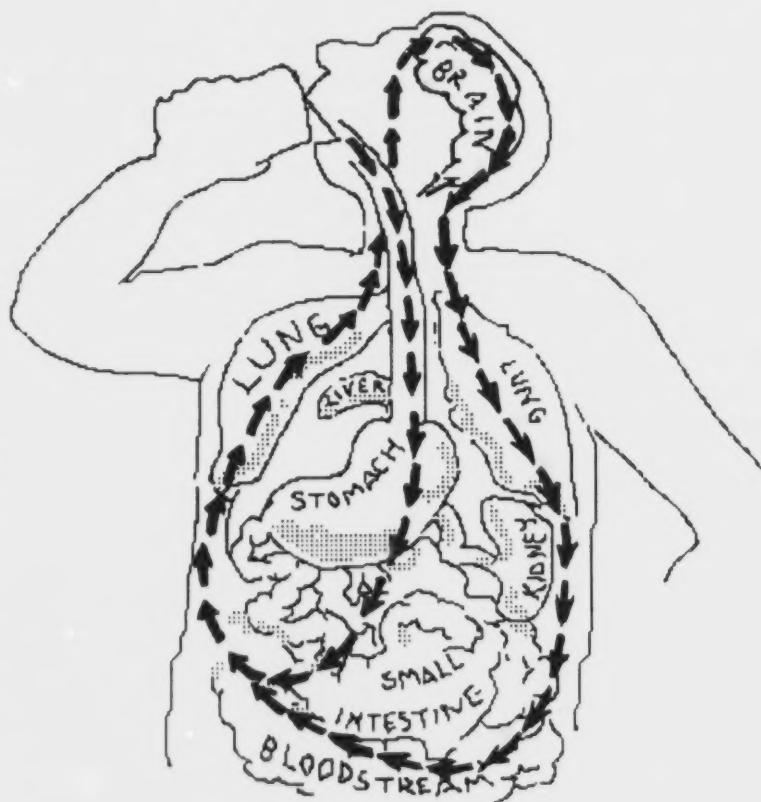
Judgment, Inhibitions
Reaction Time, Coordination
Vision, Speech, Balance
Walking, Standing
Consciousness
Breathing, Heartbeat
Life

Liver

- 5 90% broken down here at a rate of about 1/2 ounce every hour.

Lungs & Kidneys

- 6 About 10% eliminated here in breath and urine.



How does alcohol work? This diagram shows you what happens to that drink after it's swallowed.

Test your knowledge about the effects of alcohol. . . .

--Alcohol in small amounts causes intoxication; in larger amounts it is a poison which can result in death. A person who has "passed out" is near death.

--Alcohol gives a false feeling of well-being, while actually it is having bad effects on the area of the brain which provides good judgment.

--Alcohol slows reaction time and affects the ability to see and speak.

--Alcohol is a source of calories and can be converted to fat, especially in the liver.

--Alcohol dehydrates (removes water from) the body by increasing urination.

--Alcohol can worsen high blood pressure and contribute to ulcers. Long-term alcohol use can result in fatal liver disease and increase the risk of cancer.

--Drinking during pregnancy can cause Fetal Alcohol Syndrome in the child. This syndrome may include permanent mental retardation and physical deformities.

--Alcohol is related to many health and social problems. Half of fatal automobile accidents are alcohol-related. People who have been drinking commit 86% of murders.

--Teenagers become alcoholics or physically and psychologically dependent on alcohol in a shorter time than adults do. (A teenager can become alcoholic after only 3-4 months of heavy drinking.)

--Other depressants mixed with alcohol can be deadly.

--It takes about one hour for the average adult to metabolize (burn up) the alcohol in one bottle of beer, one glass of wine or one shot of whiskey.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

HANDOUT 5--WHAT IS ALCOHOLISM?

Alcoholism is a physical and psychological dependence on alcohol. For alcoholics, alcohol becomes the most important thing in their lives. As a result, the person may develop poor health, lose friends, and have poor family relationships. To be considered an alcoholic, one doesn't necessarily have to be drunk all the time. Many factors, both physical and emotional, can lead to alcoholism. Alcoholics need professional help to deal with their problem.

A person who does the following may be heading towards alcoholism:

1. Drives while drunk
2. Gets drunk more than four times a year
3. Gets in trouble with the law, at school, or at work because of alcohol
4. Needs a drink to face going to school, work, or any other activity
5. Does things when drinking that he or she wouldn't do when sober
6. Becomes angry when someone gives advice about drinking
7. Experiences "blackouts" (doesn't remember anything about certain periods of time)
8. Has been injured or has injured someone else because of alcohol

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

HANDOUT 6--DRUGS AND THEIR EFFECTS

Depressants--slow down the nervous system

- A. Alcohol sales to minors is generally illegal; laws concerning use and abuse vary.

Short-term effects: Relaxation, drowsiness, impaired judgment and loss of emotional control, slower reaction time, decreased coordination, sometimes euphoria

Long-term and possible bad effects: Dependence, brain or liver damage, death

- B. Sedatives or prescription drugs: Barbiturates (nembutal, seconal), tranquilizers (Librium™, Tranxene™, Valium™), others--Miltown™, Noctec™

Short-term effects: Relaxation, drowsiness, decreased tension and anxiety, impaired judgment, and decreased coordination

Long-term and possible bad effects: Death, especially if taken with alcohol; barbiturates--irritability, weight loss, addiction; tranquilizers--dry mouth, blurred vision, psychological dependence

- C. Opiates: Heroin, opium, morphine, codeine, Percodan™, Demerol™, Darvon™--All, except heroin, are available by prescription only; non-medical use is illegal. Heroin is illegal for any purpose.

Short-term effects: Pain relief, sedation, apathy, impaired judgment, decreased coordination, euphoria

Long-term and possible bad effects: Addiction and painful withdrawal symptoms, loss of appetite and weight, constipation, death

Heroin addiction can develop within months, and the addiction can cost several hundred dollars a day. The use of dirty needles increases the risk of Hepatitis B (a serious liver disease) and AIDS.

Stimulants

- A. Nicotine found in tobacco is generally legal, but its use is restricted.

Short-term effects: Constriction of blood vessels, impaired breathing

Long-term and possible bad effects: Increased risk of cancers, especially lung cancer and circulatory diseases, infant morbidity, and mortality

- B. Amphetamine "uppers": Benzedrine or "bennies", Dexedrine™ or "dexies", etc.

Short-term effects: Increased alertness, decreased fatigue, loss of appetite, insomnia, increased breathing and heart rates, sometimes euphoria

Long-term and possible bad effects: Addiction, irritability, weight loss, depression, restlessness, insomnia, paranoia, death

- C. Cocaine "coke" or "snow": Used medically as a local anesthetic; otherwise illegal. Penalties can be as great as those for heroin.

Short-term effects: Increased breathing and heart rates, drying of nasal passages, euphoria followed by fatigue, and depression

Long-term and possible bad effects: Strong psychological dependence, irritability, restlessness, chronic runny nose, destruction of the wall between the nasal passages, paranoia, respiratory failure, coma, and death

- D. Caffeine is found in coffee, tea, many soft drinks, and chocolate. While not illegal, its effects are generally benign if used in small amounts. Psychological dependence and addiction leads to using large amounts, which can have damaging effects.

Short-term effects: Increased alertness, decreased fatigue, increased pulse rate

Long-term and bad effects: Restlessness, insomnia, stomach irritation, heart palpitations

Hallucinogens

- A. LSD (lysergic acid diethylamide) or "acid;" Psilocybin; Mescaline; PCP or "angel dust"

Short-term effects: Unpredictable--can include hallucinations, delusions, anxiety, changes in mood, nausea, increased heart rate, increased blood pressure, increased body temperature, violent behavior, and sometimes coma

Long-term and possibly harmful effects: Mental disorders; altered judgment and perceptions, which possibly lead to violence or self-destruction (suicide); possible brain or genetic damage

- B. Marijuana ("pot") and hashish ("hash") derived from cannabis, the hemp plant

Short-term effects: Altered perceptions, decreased coordination, increased appetite, short-term memory loss, anxiety reaction, hallucinations with larger doses, varying other effects

Long-term and possible bad effects: Temporary infertility, apathy and impaired judgment, lung cancer, brain damage, possible genetic damage

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

HANDOUT 7--SMOKING: THE FACTS

--Smoking cigarettes only became popular after the invention of the cigarette rolling machine in 1881. Its popularity reached a peak in 1964 when 42% of American adults smoked. Its popularity has declined since then.

--Advertising portrays smoking as glamorous and sophisticated, but the facts are that it causes bad breath, stains on the teeth and hands, increased facial wrinkles, and is often offensive to others due to the smoke and dirty ashes.

--Smoking causes most lung cancers and doubles the risk of heart attack. It can cause chronic lung diseases such as bronchitis and emphysema.

--Non-smokers suffer health risks from smoking, too. The Environmental Protection Agency has estimated that 500-5,000 deaths per year are due to passive smoking (breathing the smoke from smokers).

--Smoking damages the cells lining the mouth, throat, and lungs, reducing the resistance to infection.

--Cigarettes are the main cause of fatal fires in the United States.

--Most people who smoke would like to quit, but the nicotine in tobacco is a habit-forming drug so that withdrawal symptoms occur when the drug is removed.

--Nicotine in its pure form is a fatal poison. If the daily intake of nicotine of a heavy smoker were to be injected all at once, it would result in death. (Since the body gets rid of the drug in the urine, fatal amounts generally don't build up.)

--The symptoms of nicotine poisoning (dizziness, faintness, clammy skin, nausea, vomiting, and diarrhea) are often experienced by new smokers and by any smoker who smokes too many cigarettes too fast.

--More than one-half of U.S. doctors, dentists, and pharmacists who did smoke have quit.

--There are 4,000 different toxic or poisonous chemicals, including cancer-causing ones, in cigarette smoke. Smoke contains 50,000 times as many harmful particles as does an equal amount of polluted city air.

--Tobacco is unsafe in any form. Filtered cigarettes do not remove CO, the gas which replaces O₂ in the blood and increases the risk of heart disease. Chewing tobacco and snuff can cause cancer of the throat and mouth, which has led to death and horrible disfigurement.

--Smoking costs money. Determine the cost of a daily one- or two-pack smoking habit per year. What are some things that could be purchased with the same amount of money? Smoking is also costly to those who don't smoke because of higher medical costs and higher insurance rates.

This assignment sheet is for the student's own use and should not be collected or graded.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 1--HOW FIT AM I?

Directions: Answer yes or no to the following questions.

- yes/no 1. Can you do light exercise such as walking around the block, playing a game of volleyball, mowing the lawn without stiffness, soreness, or injury to muscles or joints?
- yes/no 2. Can you climb a flight of stairs without getting out of breath?
- yes/no 3. Does exercise feel good? Do you feel pleasantly tired and not exhausted afterward?
- yes/no 4. Can you easily reach for things and turn your body easily?
- yes/no 5. Do you have good posture?
- yes/no 6. Can you touch your toes without bending your knees?
- yes/no 7. Do you feel energetic as you go about your daily tasks?
- yes/no 8. Can you open jars of food and lift babies or toddlers easily without straining muscles?
- yes/no 9. Is your weight within the normal range according to your age and height?

Did you answer yes to all eight questions? If so, great! You are fit. To ensure that you stay fit, you need to keep up an exercise program throughout your lifetime which maintains endurance, strength, and flexibility.

If you answered no to #2, #3 and/or #7, more aerobic exercise in your routine will increase your cardiovascular fitness and make you feel more energetic as you go about your daily tasks.

If you answered no to #1, #5 and/or #8, more muscle-building exercises will help you perform daily tasks better and help your posture and appearance, too.

If you answered no to #1, #4 and/or #6, more exercises which increase your flexibility will make it easier to exercise and perform daily tasks.

If you answered no to #9, aerobic exercise burns calories and is an important part of a weight-reducing program. Exercises which increase strength and flexibility enhance appearance and self-esteem while helping make exercise easier and more pleasurable.

(NOTE: Check with a physician before changing your exercise routine if there is a health condition which might prevent certain forms of exercise.)

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FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 2--HOW WELL DO I EAT?

Directions: Answer yes or no to the following questions.

- yes/no 1. Do I eat at least four servings from the fruit/vegetable group each day?
- yes/no 2. Do I eat at least one good source of Vitamin C each day?
- yes/no 3. Do I eat one yellow or dark green vegetable at least every other day?
- yes/no 4. Do I eat some unpeeled vegetables or fruits (for fiber)?
- yes/no 5. Do I eat at least four servings from the grain group each day?
- yes/no 6. Are some of the bread or cereals whole-grain?
- yes/no 7. Do I eat four or more servings from the milk group?
- yes/no 8. Do I choose dairy products that are lower in fat?
- yes/no 9. Do I eat at least two servings from the meat group each day?
- yes/no 10. Do I eat a variety of foods from each of the main food groups and not eat the same each day?
- yes/no 11. Do I limit the amount of high-fat meats that I eat?
- yes/no 12. Do I limit the amount of butter, margarine, salad dressings, mayonnaise, and oils?
- yes/no 13. Do I limit the amount of foods containing sugar such as candy, soft drinks, cookies, jellies, and syrups?
- yes/no 14. Do I limit the amount of foods that have a lot of salt such as snack foods, pickles, processed meats (such as ham and lunch meat), etc.?
- yes/no 15. Am I maintaining a normal weight for my age, sex, height, and build?

Use the evaluation on the back to see how well you eat.

EVALUATION

Count the number of **yes** answers and see how your eating habits rate.

- 14 or more** You are making good food choices which contribute to a healthy body and good appearance.
- 11-13** You are making good food choices but may be missing out on some important nutrients or making choices which may lead to health problems later on.
- 5-10** You need to pay more attention to what you eat. You may be getting by now, but sooner or later, poor food choices will affect your health.
- 4 or fewer** You are making poor food choices. What changes can you start making to eat better?

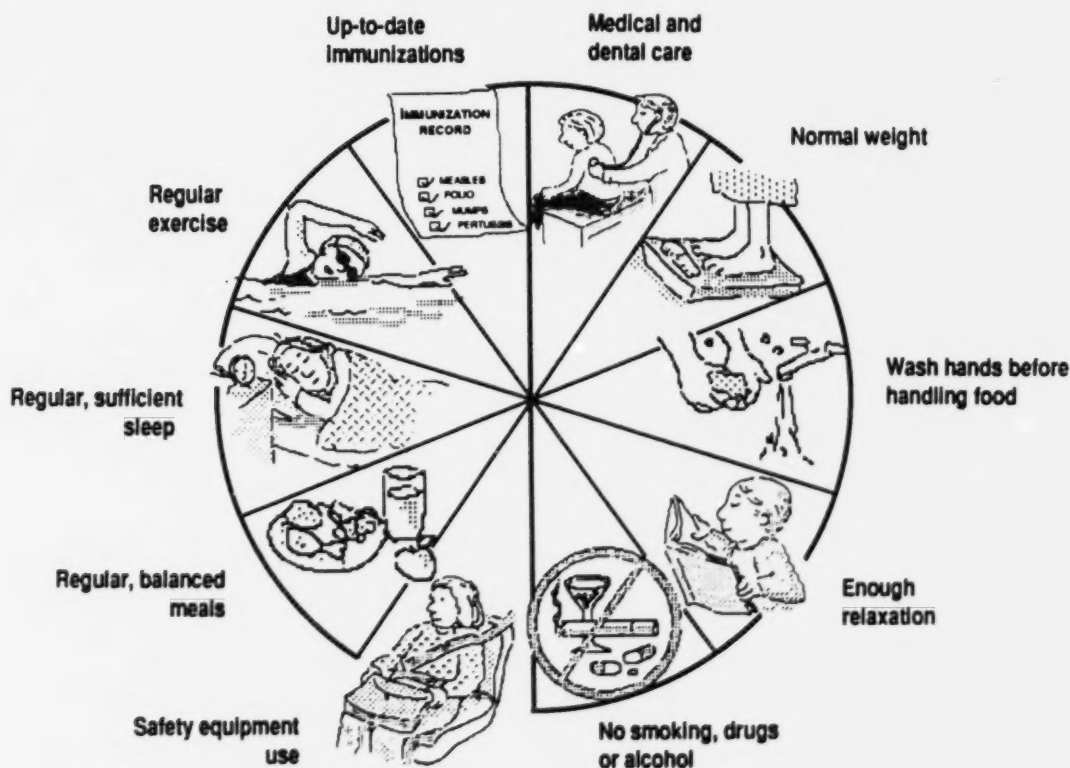
If you answered **no** to any of the questions, list 2-3 specific things you could change to eat better.

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FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 3--WHEEL OF WELLNESS



The circle includes health habits which are important for maintaining wellness. These habits help prevent injury, infectious or chronic diseases, or both. The more good health habits you have, the greater are the chances that you are now healthy and will stay healthy for a long time to come.

Directions: Before answering these questions, use a pencil or marker to shade in the segments of the Wheel of Wellness which are true for you.

1. Bodies have natural defenses against infectious agents. Some things help the body to resist disease, and some things decrease the body's ability to resist disease. What habits in the wellness wheel help resist infections such as colds and flu?

2. Which habits help reduce the risk of chronic diseases such as cancer, heart disease, and diabetes?

3. Are there unshaded spaces in your wellness wheel?

If there are, list some specific things you can do or changes that you can make this week that will help you develop good health habits. (Focus on your worse health habits and list only 2-3 things. It is hard to change many habits all at once.)

a.

b.

c.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 4--DOING THINGS THE SIMPLEST WAY

Directions:

1. Choose a task that you do often or every day. Examples are washing dishes, putting on make-up, ironing clothes, bathing, dressing, or brushing your teeth. Describe in detail how you usually do this task. What tools and materials do you use? Where are they? How do you get them? While doing the task, are you standing or sitting? What motions do you make?

Tools and materials:

Steps:

2. Is there any way that you can simplify this task? Are there any motions that you can eliminate? Are the tools and materials stored conveniently?

3. How could a person who has these specific handicaps perform this task?

Paraplegia:

Hemiplegia:

Loss of fine muscle control in the fingers:

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 5--IMMUNIZATIONS

Directions:

1. Since most states require immunizations for school attendance, you have probably had all of those listed. Check with your parents or the school nurse to find out the dates that you received each of the immunizations listed.

Polio

Diphtheria

Measles

Mumps

Rubella

Tetanus

Pertussis (whooping cough)

2. Immunizations for diphtheria and tetanus, as well as a tuberculosis test, are needed at around 14 years of age. Are you up-to-date on your immunizations?

Questions for discussion:

1. Adults may continue to get tetanus boosters every 10 years. What is tetanus? Why is it especially important for food service workers and others in certain professions to keep their tetanus immunizations current?
2. Many people today have never known anyone who has had one of these diseases. Why is it still important to receive immunizations?
3. Smallpox immunizations are no longer required. Why?

This assignment sheet is
for the student's own use
and should not be collected
or graded.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 6--WHAT IS STRESSFUL?

Directions:

1. Define stress in your own words.
2. What kinds of things are stressors for you . . .

Within the family?

Outside the family?
3. List physical symptoms of stress. Which symptoms do you have when stressed?
4. What are some things that you do or could do to relieve the tension caused by stress?
5. List two careers that you think would be stressful. Why do you think so?
6. List two careers that you think would not be stressful. Why do you think so?
7. Do you expect that your lists would be the same as those of your classmates? Why or why not?

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 7--PROBLEM SITUATIONS

Directions: For each situation, 1) state the problem as clearly as you can. 2) How could each of these people deal with their problem? 3) What would you do? 4) Why? 5) If Joan or Zack confided in you, what would you do?

- A. Joan's next-door neighbor, Susan, belongs to a private sorority. Joan has wanted to be a member since it was organized a year ago. When they meet at Susan's house, Joan can hear their laughter, and it really makes her feel left out. Joan asked Susan about the group's activities and how she could join. Susan said that their activities were secret and new members were voted on only after several members recommended them. Some of the sorority members are in Joan's classes, but she doesn't know them very well.

Jill, a sorority member who sits next to Joan in Algebra class, told her that she was being considered for membership in the sorority and some of the members wanted to interview her after school. Joan could hardly wait.

Joan met with three of the members after school. They told her that they had been watching her and had decided that they might recommend her for membership if she could prove herself first. Because the girls all help each other out with problems at school, Joan would have to let Jill copy her answers on the next Algebra test. Joan felt terrible; she had never cheated before, and she knew it was wrong.

- B. Zack is a freshman at Anytown High School. He loves playing with computers and writing programs. Zack is an only child, and he is used to entertaining himself. When he was 10 years old, his father bought him a good computer system, and Zack has used his allowance to add to it.

This year, Zack joined the computer club at school. At the first meeting, he met Rob, who has similar interests; they meet after school in the computer lab. Rob is the first close friend that Zack has ever had. Rob has had Zack over for dinner a number of times so that Zack could see his computer system and they could work with it together. Rob wants to see Zack's system, too, but Zack always has an excuse. Generally, the excuses are half-truths or total lies.

Zack feels bad about lying to his friend but doesn't want him to know that his mother is an alcoholic. When Zack gets home from school, he generally finds his mother half-drunk, still in her nightgown and robe, watching television. He usually goes to his room and waits until his father gets home. His father takes care of dinner, and then both his parents drink together until his mother "falls asleep." His father makes excuses for his mother when they are invited out, so Zack does the same when she misses parent-teacher conferences.

Zack is afraid that if Rob knew the truth about his mother, he would lose the best friend he has ever had. One night when he was at Rob's house, Rob's mother said, "We enjoy having you at our house, Zack, and we'd love to have your parents come to dinner sometime, too." Zack barely answered and felt sick to his stomach. How could he keep his friend and continue to lie?

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 8--HOW DO I SPEND MY TIME?

Directions: For one week, keep a record of how you spend your time.

Time	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
6 a.m.							
7 a.m.							
8 a.m.							
9 a.m.							
10 a.m.							
11 a.m.							
12 noon							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.							
9 p.m.							
10 p.m.							

11 p.m.							
12 midnight							
1 a.m.							
2 a.m.							
3 a.m.							
4 a.m.							
5 a.m.							

1. Total the hours for sleep, school, chores or work, eating, exercise, watching television, leisure activities, etc. Make up your own categories as needed.

Sleep _____ hours _____ hours

School _____ hours _____ hours

Eating _____ hours _____ hours

Chores or work _____ hours _____ hours

2. How do you spend most of your "free" time?
3. We often demonstrate our values by how we spend our time. What does your time record show about your values?
4. Are there any changes you would like to make in how you spend your time? If so, what changes? If you would like to change, outline a plan for making these changes. (Remember that changes in habits require time and should be made in small, easily accomplished steps.)

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 9--IDENTIFYING LEISURE ACTIVITIES

Directions: There are many possibilities for leisure activities. This list will help you identify some of them. Check (✓) the activities that you know you like; circle the activities that you want to do; underline the activities that seem interesting and about which you want more information. No list can cover everything, so feel free to add other activities that you are interested in or have heard about. After you have gone through the entire list, list the five activities from those checked "I know I like." Are you able to participate in these activities often? If not, why not?

A. Athletics and sports

Team sports:

baseball
soccer
basketball
football

Target sports:

archery
darts

Racquet sports:

tennis
badminton
racquetball

Bicycling:

BMX
touring
racing

Dance and gymnastics:

aerobic dance
jazz
ballet
tap
square
ballroom
belly

Equestrian:

horseback riding
rodeo

Boating:

sailing
canoeing
waterskiing
rafting

Winter sports:

skiing
snowskiing

Hiking:

backpacking
nature trails
mountain-climbing

Skating:

ice
roller
figure
racing

Track and field:

running
jumping
shot-put

Marial arts and related:

wrestling
judo
t'ai chi

Swimming and surfing:

skin-diving
diving

competitive swimming
synchronized swimming
lifesaving

Other:

bowling
horseshoes
fencing
fishing
golf

miniature golf
juggling
kite flying
radio-controlled planes
skate boarding
yoga

B. Outdoor and nature _____

Archeology:

study
participate in a dig

Nature study:

state parks
botanical gardens
bird-watching
collections
rock collecting and polishing
aquariums
terrariums
aviaries
astronomy

Clubs and club activities:

conservation groups
Audubon Society
spelunking
gardening
vegetable
flower
bonsai

C. Arts and crafts _____

Art history or appreciation

Design:

architectural
car
interior
clothing

Fabric:

batik
tie-dying
weaving

Culinary:

cooking
baking
cake decoration

Drawing and painting:

oil
water
ink
calligraphy
cartoons
print making

Woodworking:

cabinetry
furniture
toys

Sculpture and ceramics:

pottery-making
clay
Metal

FAMILY AND INDIVIDUAL HEALTH--UNIT VII
Assignment Sheet 9

Page 3

Needlework:
sewing
embroidery
knitting
needlepoint

model trains
model racing

Models and trains:
car and plane models
rockets

Photography:
portrait
landscape
wildlife
movie-making
video-making

D. Music _____

Musical instruments:
band
ensemble
chamber music

Making or repairing instruments

Music appreciation or history:
concerts
recitals
record collection

Singing:
choir
voice lessons
opera

E. Drama _____

Appreciation and history:
attending plays
readings

Theater production:
costuming
prop design
construction
make-up
set design

Acting:
school
community
clowning
ventriloquism
mime
magic

Writing:
plays
TV or radio scripts

F. Community _____

Volunteer programs:
hospitals
nursing homes
humane society
learning to read

Job:
paper-route
errands for a shut-in
baby-sitting

Clubs, associations:
special-interest clubs
boy or girl scouts, 4-H

Activities:
recreation department
church-sponsored

G. Developing special interests _____

Aviation:

learning to fly
navigation
space
visiting airport

Cars:

repairing
customizing

Amateur radio:

building
communicating

Chemistry:

experiments
making up perfumes

Collections:

stamps
coins

Computers:

programming
building

Electronics:

stereo
wiring
experiments
kits

Games:

role-playing
cards

Genealogy

Languages:

learning a new language

Geography:

map-making
trip planning

Puzzles:

jigsaw
crossword

Reading:

autobiographies
special interest
mysteries
self-help
science fiction
fantasy

Writing and editing:

journal
diary
poetry
short stories
humor
newspaper lay-out
letters

Visiting places of interest

420

This assignment sheet is for the student's own use and should not be collected or graded.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 10--VALUES

Directions: To make the best use of resources and to choose companions well, first decide what is important. Determining values means identifying what is most important or worthwhile. A teenager's values might change rapidly. This week, popularity might be most important, while next week, good grades might be more important. This is part of growing up and it is OK to change your mind. This assignment sheet will help identify what is most important to you.

1. Right now, if you could be anywhere doing anything you wanted, where and what would you be doing?

2. What kinds of friends do you have? What kind of friends do you want?

3. What do you want from life? What are your goals?

4. What are your favorite times during the day or week?

5. Who are your heroes? What qualities do these persons have that you admire?

6. What are you best at? What would you like to learn to do or learn to do better?

7. List your beliefs about yourself, others, and life.
8. List what you think are your values right now. (What is most important to you?)

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 11--MAKING PLANS

Directions:

1. Choose one activity from Assignment Sheet 8, "Identifying Leisure Activities," that you would really like to try to do or learn more about.
2. Make a realistic plan for doing this activity. Consider all of the resources available to you. What do you need? What will you do and when? What more do you need to know?

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 12--PLANNING YOUR PURCHASE

Directions:

1. Identify something that you need or could use and want to purchase for the activity identified in AS 11, "Making Plans."
2. List what is needed, the qualities or standards required, possible brand names, if known, and money you can spend.
3. Identify sources or brands of this object. For each possible choice, find out the prices and quality available; indicate the costs of upkeep or storage, if relevant. What guarantees or warranties are available for each? (Some sources of information: visiting or telephoning stores or distributors, catalogs, and advertising in special-interest magazines available in the library.)
4. Is renting or borrowing this object a choice? If so, what are the advantages and disadvantages? At what point do the rental costs equal the cost of ownership?
5. What is your choice? Why?

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 13--WHAT SHOULD BE DONE?

Directions: Write down your ideas about the following questions.

- A. Many people are concerned and angry about the large number of alcohol-related accidents. A drunken driver endangers not only him or herself but many others as well. Many states have adopted laws in an attempt to get drunken drivers off the road and prevent repeat offenses. Also, judges are dispensing more than fines. For example, convicted drunk drivers may be required to spend time in the hospital emergency room. What do you think should be done about the problem of drunken driving? Should new laws be passed? What can be done to help prevent alcohol-related deaths and injuries?
- B. Many young people get involved with illegal drugs in spite of the consequences. The connections between illegal drugs, crime, and damaged lives are well-recognized. Many people look to community leaders to do something about the problem. What do you think should be done about the problem of illegal drugs? Should drugs be legalized? Why or why not? What can schools do? What can be done in your community?
- C. Studies suggest that smoking not only affects the smoker's health but also can affect the non-smoker who breathes cigarette smoke. As a result, many public places designate non-smoking areas. In some places, laws are being passed to ban smoking in public places entirely. What do you think are the rights of smokers? Non-smokers? What do you think the laws and regulations should be? Why?

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 14--SUBTLE PERSUASION

Alcohol and nicotine are drugs that are legal for adults. The companies that make alcoholic beverages and cigarettes spend many dollars on advertising to appeal to young people who are just making decisions about the use of these drugs. Advertising communicates not only directly through the words and pictures, but also through the meanings and associations with the words and pictures. This assignment will help you recognize subtle persuasion in advertising.

Directions: From popular magazines, choose two advertisements: one for an alcoholic beverage and one for cigarettes. Answer the following questions about each one.

1. Advertisements often try to sell products by appealing to a desire or value. What are the stated or implied benefits presented in the ad for using the product? (Some possibilities are glamour, popularity, attractiveness, youthfulness, fashion, confidence, luxury, good time or fun, intelligence, leisure, taste, safety, comfort, convenience, low cost, health, status, uniqueness, individualism, romance, etc.)

AD #1

AD #2

2. Why did you pick these advertisements? What do you like or not like about these ads?

AD #1

AD #2

3. Does the advertisement give factual information about the product or only an appeal to the emotions? What is the factual information given? Why do you suppose it is included?

AD #1

AD #2

4. What is the advertiser trying to communicate with this advertisement? Why do you think the advertiser chose to advertise in this way? Who do you think is the intended audience? (Hint: What publication is it in? Are people pictured?)

AD #1

AD #2

5. What are your conclusions about these advertisements?

AD #1

AD #2

6. Are there Surgeon General's warnings in either of these ads? Who is the Surgeon General? What do the warnings say? Why are the warnings in the ads?

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ASSIGNMENT SHEET 15--HOME FIRE SAFETY

Directions:

1. Make a list of possible fire hazards in your home. What needs to be done to correct them?

2. Are there smoke detectors on every level of the house? Check to see if they are operating. Are there escape ladders for upstairs windows where needed? Do the family members know how to use them? Is a fire extinguisher readily available? Do you know how to use it?

3. Make a sketch of your house. Show two possible exits from each room.

4. Outline an emergency escape plan for your family in case of fire and indicate where everyone is to meet outside of the house. Plan a fire drill using your plan.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEETS 1-3

These assignments are not to be collected or graded. They may be used for class discussion.

ASSIGNMENT SHEET 4

Answers will vary. Check for completeness. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

ASSIGNMENT SHEET 5

Answers will vary. Check for completeness. Use as the basis for class discussion.

ASSIGNMENT SHEET 6

This assignment is not to be collected or graded. It may be used for class discussion.

ASSIGNMENT SHEET 7

Use as the basis for small group or class discussion.

ASSIGNMENT SHEETS 8-9

Answers will vary. Check for completeness. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

ASSIGNMENT SHEET 10

This assignment is not to be collected or graded. It may be used for class discussion.

ASSIGNMENT SHEET 11-12

Answers will vary. Check for completeness. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

ASSIGNMENT SHEET 13

Answers will vary. Check for completeness. Use as the basis for class discussion.

ASSIGNMENT SHEETS 14-15

Answers will vary. Check for completeness. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

JOB SHEET 1--BEING A GOOD CONSUMER

There are many different brands of body soaps, deodorants, and shampoos. In soaps and shampoos, the active ingredient is the cleanser or soap; inactive ingredients such as fragrances and colorings may be added to increase customer appeal. Packaging, advertising, and unusual shapes are some other ways that each manufacturer tries to make the product distinctive. Added ingredients such as oils in soaps are rinsed away and thus add little to the action of the product. Deodorants may contain chemicals to decrease odor or may simply contain fragrances to cover up odor. Antiperspirants contain a chemical to affect the amount of perspiration produced in addition to the other ingredients in regular deodorants.

Directions:

1. Choose one product group: body soaps, deodorants, antiperspirants, or shampoos.
2. Go to a supermarket, drug store, or variety store and list at least four of the brands from the group that you chose; include a store brand or generic brand if one is available. (Sometimes generic products are shelved all together in one part of the store.)
3. Copy the ingredient list from each label. Indicate any special features that are advertised on the label. Also note whether the product label or display indicates that the product is being promoted to a particular group of consumers such as those of a certain age or sex. Indicate the price and the weight or volume. Calculate the price per ounce or fluid ounce. Use the comment section to note any other things that might influence your choice of which product to buy.
4. Answer the questions on the back of the page, as well.

Product group: _____

Brand	Ingredients	Promotional features	Cost/unit	Comments

Questions:

1. Which product would you choose?

Why?

What factor most influenced your choice?

2. Would you expect everyone to make the same choice?

Why or why not?

What are some possible values that might influence the choice of products?

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

JOB SHEET 2--EMERGENCY PHONE NUMBERS

Materials and equipment:

Sheets of adhesive-backed paper
Felt-tip markers
Telephone directories

Procedures:

1. Identify emergency numbers that are relevant for your family.

Most communities use a 911 number for emergency calls for police, fire, and ambulance. If 911 is not used in your community, locate the police, fire, and ambulance service numbers.

Other relevant numbers might be the number for the family doctor (or medical specialist, depending on the family's health condition), dentist, hot line (suicide and/or teenage, etc.), poison control center, close relative or friend, nearest neighbor, or others.

2. Cut out a piece of adhesive-backed paper to fit each phone in the house.
3. With the felt-tip marker, list the emergency numbers clearly on the paper. List no more than five numbers.
4. (Check with parents before proceeding.) Attach the list to home phones.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII

JOB SHEET 3--FIRST AID ROLE-PLAYING

Directions:

1. For the assigned emergency situation, make up a scenario demonstrating the proper emergency procedures. Do not do any procedure on another student which can cause injury. Just pretend. If you are unsure, check with the teacher. Be able to explain what you are doing and why.
2. Act out the scenario for the class. Explain what was done and why.
3. Participate in a class discussion of what to do if one or more of the circumstances of your scenario is altered.

FAMILY AND INDIVIDUAL HEALTH

UNIT VII TEST

Part I--Matching: Match the term with the descriptive phrase by writing the letter in the space provided.

- | | |
|---|-----------------|
| ___ 1. Condition of being ill | a. AIDS |
| ___ 2. Exaggerated feeling of happiness | b. Drug |
| ___ 3. Chemical substance which changes living cells in any way | c. Euphoria |
| ___ 4. Death rate | d. Hemiplegia |
| ___ 5. Microorganism that causes disease | e. Heredity |
| ___ 6. Traits inherited from one's parents | f. Immunization |
| ___ 7. Paralysis of the lower part of the body | g. Morbidity |
| ___ 8. Lack of function of the right or left side of the body | h. Mortality |
| ___ 9. Fatal viral disease of the immune system | i. Pathogen |
| ___ 10. Process of becoming resistant to a harmful agent | j. Paraplegia |
| | k. Quadriplegia |

Part II--Matching: Match the term with the descriptive phrase by writing the letter in the space provided.

- | | |
|---|---------------------------|
| ___ 11. Helps patients with the tasks of daily living | a. Chiropractor |
| ___ 12. Specializes in nutritional care and food delivery | b. Dietitian |
| ___ 13. Works in a laboratory | c. Medical technician |
| ___ 14. Specializes in exercise | d. Nurse |
| ___ 15. Treats mild dislocations of the spine | e. Occupational therapist |
| ___ 16. Deals with economic problems of patients | f. Physical therapist |
| | g. Social worker |

Part III--Multiple Choice: For each multiple choice question, choose the best answer and write its letter in the space provided.

- ___ 17. Which is **not** a good way to deal with stress?
- a. Find ways to relax
 - b. Have good health habits
 - c. Be flexible
 - d. Develop supportive friendships
 - e. Agree to do everything that is asked of you
- ___ 18. Which is characteristic of a good plan?
- a. Anticipates everything
 - b. Is rigid
 - c. Does not deal with trivial matters such as money
 - d. Is coordinated with the plans of other people
 - e. All of the above
- ___ 19. Which best describes cardiorespiratory endurance or stamina?
- a. Can be achieved with weight-lifting
 - b. Can be achieved by playing baseball everyday
 - c. Is all that is needed to be fit
 - d. Can be achieved with regular aerobic exercise
 - e. All of the above
- ___ 20. When is it a good personal health practice to wash hands?
- a. Before applying make-up, especially around eyes
 - b. After using the toilet
 - c. Before eating
 - d. Before preparing food
 - e. All of the above
- ___ 21. What is the first step in solving a problem?
- a. Figure out who is to blame.
 - b. Make sure you understand the problem by stating it clearly.
 - c. Tell all of your friends that you have a problem.
 - d. Do something--anything.
 - e. Accept total responsibility for everything.

- ___ 22. Which is true of stressors?
- a. Should be avoided as much as possible
 - b. Are bad things that happen to us
 - c. Place a demand on a person's ability to cope
 - d. Makes hearts beat slower
 - e. Are the same for everybody
- ___ 23. Which is **not** a situation when the doctor needs to be called?
- a. The arm is bruised from a minor fall.
 - b. There is blood in the urine.
 - c. Body weight suddenly increases.
 - d. Body temperature is very high.
 - e. It is difficult to swallow.
- ___ 24. Which is true of leisure-time activities?
- a. Must achieve a goal
 - b. Should conform with what your friends like
 - c. Can be just for fun
 - d. Are a waste of time
 - e. None of the above
- ___ 25. Which is true of shock victims?
- a. Should be encouraged to move around
 - b. Have dry, hot skin
 - c. Have a slow pulse
 - d. Should be kept warm with a blanket or covering
 - e. Should not be allowed to drink any beverages
- ___ 26. Which does **not** occur during the body's response to stress?
- a. Adrenalin is released into the blood
 - b. Blood pressure decreases
 - c. Decreased blood flow to internal organs such as stomach
 - d. Increased perspiration

Part IV--Matching: Match the type (depressant, stimulant, or hallucinogen) with the drug by writing the letter in the space provided.

- a. Depressant (slows down the nervous system)
- b. Stimulant (speeds up the nervous system)
- c. Hallucinogen (causes hallucinations and other alterations in thinking)

- | | |
|----------------------|------------------|
| ___ 27. Marijuana | ___ 31. Alcohol |
| ___ 28. Caffeine | ___ 32. Heroin |
| ___ 29. Amphetamines | ___ 33. Cocaine |
| ___ 30. Nicotine | ___ 34. Sedative |
| | ___ 35. LSD |

Part V--True or False: Write "T" before the statement that is true and "F" before the statement that is false.

- ___ 36. Wellness is simply the absence of disease.
- ___ 37. The health care system is responsible for maintaining everyone's health.
- ___ 38. Cardiorespiratory endurance is acquired through aerobic activity for 15 minutes, 3-5 times a week.
- ___ 39. Automobile accidents are the leading cause of death for those aged 15 to 24 years.
- ___ 40. Expensive creams and lotions are needed to maintain attractive skin.
- ___ 41. A wheelchair-assisted person can achieve independence when adaptations are made for his or her special needs.
- ___ 42. Stress helps us grow emotionally and learn.
- ___ 43. Telling your friends how to solve their problems is a part of a good friendship.
- ___ 44. The way we spend our free time is affected by our values.
- ___ 45. Shared values make a smoother relationship.
- ___ 46. The most expensive piece of equipment is always the best buy because you get what you pay for.
- ___ 47. Chewing tobacco is a safe way to use tobacco.
- ___ 48. If you don't know what to do in an emergency situation, it is best to just get help as quickly as possible.

FAMILY AND INDIVIDUAL HEALTH

ANSWERS TO UNIT VII TEST

Part I:

1. g
2. c
3. b
4. h
5. i
6. e
7. j
8. d
9. a
10. f

Part II:

11. e
12. b
13. c
14. f
15. a
16. g

Part III:

17. e
18. d
19. d
20. e
21. b
22. c
23. a

24. c

25. d

26. b

Part IV:

27. c

28. b

29. b

30. b

31. a

32. a

33. b

34. a

35. c

Part V:

36. F

37. F

38. T

39. T

40. F

41. T

42. T

43. F

44. T

45. T

46. F

47. F

48. T

Home Economics I

Personal Relationships Unit VIII

Cross-Reference Table of Instructional Materials

Competency*	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
B1	1					20-23	
B3	2	1, 2		1	1	1-7	
C	3			2, 3, 4	2	8-9, 24-25	
D	4	3		5, 6, 7, 8, 9	3	10-14, 26-28	
E	5			10, 11	4	15-19	

* From Home Economics I Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

PERSONAL RELATIONSHIPS

UNIT VIII

UNIT OBJECTIVES

Upon completion of this unit, the student should be able to use communication skills, expand feelings of self-worth, coordinate and share family tasks, and develop positive peer relationships. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and Job Sheets and by achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, **IDENTIFY WAYS OF COMMUNICATING** by achieving 100 percent accuracy on the Unit Test.
2. Based on the content outline and Transparency Masters 1 and 2, **IDENTIFY WAYS OF DEVELOPING POSITIVE COMMUNICATION SKILLS** by completing Assignment Sheet 1 and Job Sheet 1 and by achieving 100 percent accuracy on the Unit Test.
3. Based on the content outline, **IDENTIFY CHARACTERISTICS THAT CONTRIBUTE TO A FEELING OF SELF-WORTH** by completing Assignment Sheets 2, 3, and 4 and Job Sheet 2 and by achieving 100 percent accuracy on the Unit Test.
4. Based on the content outline and Transparency Master 3, **COMPARE AND COORDINATE TASKS OF FAMILY MEMBERS** by completing Assignment Sheets 5, 6, 7, 8, and 9 and Job Sheet 3 and by achieving 100 percent accuracy on the Unit Test.
5. Based on the content outline, **DETERMINE POSITIVE PEER RELATIONSHIPS** by completing Assignment Sheets 10 and 11 and Job Sheet 4 and by achieving 100 percent accuracy on the Unit Test.

PERSONAL RELATIONSHIPS

UNIT VIII

SUGGESTED ACTIVITIES

- A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

- B. Make transparencies.
- C. Provide students with Objective Sheet.
- D. Discuss Unit and Specific Objectives.
- E. Provide students with Information Sheet.
- F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

- G. Provide students with Assignment and/or Job Sheets prior to the demonstration of the procedures.
- H. Integrate the following activities throughout the teaching of this unit:

- 1. Introduce the unit by explaining the terminology provided on the Information Sheet.

(NOTE: Show examples when possible.)

- I. Give test.
 - J. Evaluate test.
 - K. Reteach if necessary.

CONTENT OF THIS UNIT

- A. Cross-Reference Table of Instructional Materials
- B. Objective Sheet
- C. Suggested Activities
- D. Information Sheet
- E. Transparency Masters

- 1. TM 1--Communicating

2. TM 2--Listening
3. TM 3--Encourage Cooperation

F. Assignment Sheets

1. AS 1--Communication
2. AS 2--Self-Description
3. AS 3--Personal Characteristics Checklist
4. AS 4--Plan for Self-Improvement
5. AS 5--Family Member Tasks
6. AS 6--Family Task Analysis
7. AS 7--Family Ties
8. AS 8--Plan for Strengthening Family Ties
9. AS 9--Coping with Crisis
10. AS 10--Friends
11. AS 11--Peer Pressure

G. Answers to Assignment Sheets

H. Job Sheets

1. JS 1--Practice Listening
2. JS 2--Inherited and Acquired Personal Characteristics
3. JS 3--Showing You Care
4. JS 4--How Have I Matured?

I. Unit Test

J. Answers to Unit Test

REFERENCES USED IN DEVELOPING THIS UNIT

- A. Abendroth, Ruth B. Changes and Choices: Personal Development and Relationships. South Holland, IL: Goodheart-Willcox Co., Inc., 1986.
- B. Chamberlain, Valerie M., and Eddy Eubanks. Personal Skills: For Home, School, and Work. Peoria, IL: Collier Macmillan Publishers, 1984.
- C. Focus on You: A Curriculum Guide for Home Economics Education. Perth Amboy, NJ: Division of Vocational Education, 1988.
- D. Gussin, Gilda, and Ann Buxbaum. Self-Discovery: Developing Skills. Boston: Management Sciences for Health, 1984.
- E. Idaho Teen Living and Adult Living (curriculum guide). Boise, ID: State Division of Vocational Education, 1985.
- F. South Dakota Learning Activity Package. Pierre, SD: Office of Vocational-Technical Education, 1987.

- G. Thompson, Patricia J., Judy Annette Jax, and Janet D. Kiser. Resources for Living. St. Paul, MN: Changing Times Educational Service, EMC Publishing, 1987.
- H. Van Fleet, James K. Lifetime Conversation Guide. Englewood Cliffs, NJ: Prentice-Hall, 1984.

HELPFUL RESOURCES

A. Software

1. "Body Language Analysis" (Apple II), n.d. Career Aids Division, Opportunities for Learning, 941 Hickory Lane, Dept. XF8, PO Box 8103, Mansfield, OH 44901-8103.
2. "Improving Your Self-Concept" (Apple II and IBM), 1986. Career Aids Division, Opportunities for Learning, 941 Hickory Lane, Dept. XF8, PO Box 8103, Mansfield, OH 44901-8103.

B. Books

1. Wallace, H. R., and L. A. Masters. Personality Development for Work (text and workbook). Cincinnati, OH: South-Western Publishing Co., 1989.

PERSONAL RELATIONSHIPS

UNIT VIII

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

- A. Body language--physical messages transmitted by gestures, facial expression, and posture
- B. Communication--sending and receiving messages
- C. Environment--people and/or things surrounding a person
- D. Immature--incomplete physical, social, and emotional development
- E. Inherited characteristics--characteristics passed from parent to child through genes
- F. Listen--paying attention to the speaker
- G. Mature--fully grown or developed physically, socially, and emotionally
- H. Peers--people of the same age group who share related interests
- I. Prejudice--"pre-judging" a person without regard to that person's legal rights
- J. Rapport--relationship involving two or more people who understand each other and get along well
- K. Role--the part a person plays in life
- L. Responsible behavior--being accountable for your actions
- M. Self-esteem--the respect we have for ourselves
- N. Sex stereotyping--attributing characteristics, abilities, and feelings on the basis of being male or female
- O. Slang--informal vocabulary used in conversations with peers but usually avoided in formal or public speaking
- P. Symbols--ideas conveyed by use of color, line, and design
- Q. Values--beliefs or ideals which are important

II. Communication

(Objective 2; TM 1, 2; AS 1; JS 1)

A. Ways of communicating

1. Communication skills help to build strong personal relationships.
2. Ways to communicate include:
 - a. Speaking
 - (1) Know exactly what you want to say.
 - (2) Use terms others will understand.
 - (3) Learn to express yourself without slang and jargon.
 - b. Listening
 - (1) Look at the person speaking to you.
 - (2) Ask questions that will help the speaker explain what he/she is saying.
 - (3) Pay attention to what is being said.
 - c. Writing
 - (1) Use correct grammar, spelling, and punctuation.
 - (2) Use words which express your meaning clearly. Avoid slang.
 - (3) Write neatly or use the typewriter/word processor.
 - (4) Reread what you have written to be certain it says what you mean.
(NOTE: If what you write has errors or your handwriting is illegible, you are telling your reader that you do not really care whether he/she gets the message.)
 - d. Body language
 - (1) Your facial expressions and posture also convey a message to others.
 - (2) You can use body language to increase the impact of what you say or to create a closer relationship with someone.
 - e. Media
 - (1) Color, line, and design send messages to others; use them carefully to make the impression you desire.
 - (2) For effective mass media communication, know your audience so you can use the design, wording, and method that will have the greatest impact.
 - f. Symbols
 - (1) Use symbols to create a mood or feeling.
 - (2) Symbols can inspire people (e.g., the American flag). Discover symbols that can bridge the communication gap.

B. Listening skills

1. Listening skills are necessary if you are to obtain information from others and interpret it accurately.
2. Skills that help you to listen well
 - a. Pay attention to the person speaking.
 - b. Sit up straight, focus your eyes on the person speaking, and become involved in what the person is saying.
 - c. Listen to the speaker without being distracted by the environment.
 - d. Wait for the speaker to complete his/her sentence.
 - e. Wait to form your opinions until the speaker is finished.
 - f. Focus on the speaker's ideas, rather than who he/she is or what you think he/she expects.

- g. Listen to what the speaker is saying and how it is said.

C. Positive communication

1. Communicate positively with others. People will listen to what you have to say and will want to talk to you.
(NOTE: People who never have a good word to say about anyone or anything have few friends.)
2. Create a beneficial environment for communication.
 - a. Be ready to listen as well as talk when communicating.
 - b. Use positive words when talking with others.
(NOTE: Even in a negative situation or where you must give criticism, use positive words.)
 - c. Discover what you have in common with others to help build a communication bond.
 - d. Avoid criticizing the person. Concentrate on communicating.
 - e. Remain calm without losing your temper.
(NOTE: This may not be easy, but remaining calm seems to help calm down the other person.)

III. Self-worth

(Objective 3; AS 2, 3, 4; JS 2)

A. Describing yourself

1. If you like yourself, others will like you too.
2. Treat people so that their positive reactions reflect on you. This helps you develop positive feelings about yourself.
 - a. Treat others like you would want to be treated.
(NOTE: Using manners and expressing appreciation of what others do for you help develop rapport.)
 - b. Show interest in others. Consider their wants and needs, as well as your own.
 - c. Develop listening skills.
 - d. When you don't know something or when you have made a mistake, admit it.
(NOTE: A "know-it-all" attitude turns people off.)

B. Personal characteristics

1. Think about the characteristics that you would like to possess.
2. Set goals for developing these characteristics.
3. Evaluate your progress in developing the person you want to be.
4. As one goal is reached, set another for yourself.
5. Be realistic about what you must do to become the person you want to be.
(NOTE: No one can be liked by everybody. Accept that and work toward being accepted by those who are important to you and who help you develop in positive ways).
6. Develop personal strengths. Discover what you do best and feel good about these things.
7. Believe in yourself.

C. Inherited/acquired personality characteristics

1. Who you are is the result of a combination of qualities and characteristics.
2. Some qualities and characteristics are a result of your environment; others are inherited.
3. Your personality is made up of a variety of characteristics. Think about whether you are:
 - a. Stubborn
 - b. Independent
 - c. Outgoing
 - d. Dependable
4. You are born with a variety of personality traits and physical characteristics, such as eye color.
5. Your personality is affected by your inner thoughts, the social groups to which you belong, physical appearance, mental capacity, and specific skills. The combination creates your personality and makes you the unique person you are.

D. Personal strengths

1. Each of us possesses unique strengths.
2. Knowledge of your strengths helps build your self-esteem.
3. You need to develop your strengths so that you can make your own unique contributions to your family and society.

E. Personal goals

1. Everyone changes and grows over time.
2. To achieve what you want out of life requires setting goals.
3. Setting goals and achieving them regularly helps strengthen feelings of self-worth.
4. Goal setting involves several steps:
 - a. Short-term goals--the steps that help you reach long-term goals. For example, if your long-term goal is to lose 20 pounds, your short-term goal might be to lose one pound per week.
 - b. Long-term goals--end goals. Goals that will take many years or a lifetime to achieve. For example, your goal is to contribute a creative work of art to society. You will need many years of intensive training and work. You will achieve many short-term goals along the way to this long-term goal. It is even possible that you will not achieve your long-term goal.
 - c. Goal analysis--Periodically, you must evaluate your goals and your progress.
 - (1) Evaluate whether your goals are realistic.
 - (2) Evaluate whether your goals are your own or what someone else thinks you should achieve.
 - (3) Regularly evaluate whether you are reaching your short- and long-term goals.

IV. Family tasks

(Objective 4; TM 3; AS 5, 6, 7, 8, 9; JS 3)

A. Family member tasks

1. When tasks and roles are distributed among family members, the family can work together as a unit.

2. Some tasks common to most families include: parenting, food preparation, clothing care, health maintenance and hygiene, home care and repair, and financial management.
3. Various family members may assume roles in each of these areas.
(NOTE: Some tasks may be performed by one individual in the family, while other tasks may be performed by several family members working together.)
4. Adult family members perform complex tasks, while the children complete simple jobs.
5. The age of the child influences the level of task assumed by that child.

B. Coordinating/sharing family tasks

1. When a family works together, members assist one another to see that all necessary tasks are completed.
2. Some tasks may be allocated to certain family members who are expected to complete those tasks regularly.
3. Some tasks may be rotated among family members to reduce boredom and so that no one person is always stuck with carrying out the garbage. For example, one family member may wash the dishes on Mondays, Wednesdays, and Fridays and another on Tuesdays, Thursdays, and Sundays.
4. Sharing household tasks seems to make them take less time.
5. Sex stereotyping
 - a. Frequently, household tasks are divided along sex-stereotyped lines. That is, males are responsible for outdoor care and household repair while females are responsible for cooking, cleaning, and child care.
 - b. Dividing tasks in this way does not take into account individual preferences and abilities.
6. A plan helps complete tasks and enables family members to assume responsibility for tasks with a positive attitude.

C. Strengthening family ties

1. Family activities help strengthen ties among family members (vacation, sports, etc.).
2. Families need to plan times when all members can be together (evening meal).
3. Caring for one another, providing emotional support, socializing, and loving one another help family members function as a unit and enable them to overcome many of the challenges they face.
4. Verbalize and express your feelings for family members (hugs, compliments).

D. Family cooperation

1. Cooperation is encouraged when family members share their time, energy, resources, and love with one another.
2. When family members agree upon goals for the family, members are more likely to work together to achieve them; family resources can be used more effectively for achieving the desired end.
3. Each member of the family must respect the rights of all family members.
4. Family councils can help families come to agreement on directions they wish to pursue.
5. When all members of a family are involved in preparing a family budget, quarrels over money can be reduced.
6. Family members identify their goals and determine which goals have priority.
7. Family traditions help each member make a contribution to the family as a whole.
8. Effective communication builds cooperation in a family. (Listen to what is being said.)

E. Love and affection

1. Expressing love and affection is essential for maintaining family bonds.
2. Children learn how to express love and affection from their parents.
3. If children do not receive love and affection, they become unhealthy and emotionally unable to cope with human relationships. In turn, they may become unloving and unlovable adults.
4. Love and affection in the family involves:
 - a. Providing comfort and support to family members;
 - b. Being dependable and available when family members need us;
 - c. Helping one another display emotions positively;
 - d. Treating each other with respect;
 - e. Supporting one another as new skills are learned;
 - f. Limiting negative criticism and pressure to excel;
 - g. Supporting one another when mistakes are made;
 - h. Helping one another adjust to change.

F. Independence

1. Healthy families encourage their members to develop independence.
2. Individuals are encouraged and supported to try out new skills within the family as well as outside.
3. Parents particularly are expected to help children learn the skills that will enable them to form successful families of their own.

G. Responsible behavior

1. Families help individuals develop a sense of responsibility and leadership.
2. Rituals that involve all family members help individuals develop a sense of responsibility.
3. Manners are accepted ways of behaving in social situations. They help us perform successfully at home and away.
 - a. Using manners indicates that you have respect for others and for their property.
 - b. Using manners enables you to be more efficient. You can act in a way that is acceptable to others, even in a new setting.
 - c. Using manners helps others accept you more easily.

H. Crisis

1. Family members who know what is expected of them are able to perform better in a crisis situation.
2. Solve problems together and maintain open communication channels.
3. Be available to help when needed.
4. Look for information that could be helpful.

V. Positive peer relations

(Objective 5; AS 10, 11; JS 4)

A. Personal maturity

45.

1. Various forms of maturity are:
 - a. Chronological age--how old you are. Some individuals are considered mature while still quite young in years, while others who are quite old are still not mature.
 - b. Physical--a fully developed adult. Individuals reach physical maturity at different ages. A physically mature person may still be immature socially and emotionally.
 - c. Intellectual--maturity based on the level of brain development. Until the brain reaches certain stages of maturity, individuals cannot perform certain mental tasks.
 - d. Emotional--ability to control the way we feel and express our feelings
 - e. Social--the ability to meet and make friends and relate to others
 - f. Philosophical--Individuals who have a personal philosophy have a clear idea of who they are, where they are going, and how to work toward their goals. They are able to make their own decisions.

B. Individual differences

1. Each person is unique in his/her own way.
2. Because we are all different from one another, we need to learn to accept our differences and respect them.
3. You need to be careful that you do not ignore or avoid people who are not like you. (This could include younger people, older people, people with different taste in music, clothes, etc.)
4. Some people are refused equal opportunity because they are considered different. They are denied good jobs, housing, promotions, and education.
(NOTE: Assigning certain personal characteristics to a group of people is known as **stereotyping**.)
(NOTE: Refusal to allow certain groups to have the advantages that you could have is called **discrimination**.)
5. The percentage of Asians, Hispanics, and Afro-Americans is increasing, while the Caucasian population is decreasing. If we are to forge a sound economy with sufficient jobs for everyone, we will have to learn to live together.

C. Roles of friends

1. Making and keeping friends is important to everyone's life.
2. Friends contribute a great deal to your life by:
 - a. Accepting you for who you are;
 - b. Helping you feel you are worthwhile;
 - c. Helping you achieve personal independence;
(NOTE: Friends can help and advise you as you try out new skills and abilities.)
 - d. Helping you establish relationships with others;
 - e. Lending support and providing security;
 - f. Helping you work to establish an identity;
 - g. Helping you deal with strengths and limitations.
3. Friendships are formed by:
 - a. Meeting people who have similar interests in social settings such as church, home, school, and clubs;
 - b. Learning to disagree while still remaining friends;
 - c. Feeling good about yourself and transferring this to feeling good about others;
 - d. Finding out what you have in common with other people.
4. You will know that you have a friend when the individual(s) you like to be with:
 - a. Are loyal

- b. Can be trusted
- c. Express affection
- d. Accept you as you are
- e. Are honest
- f. Respect you
- g. Help you
- h. Can laugh with you
- i. Are understanding
- j. Support you
- k. Are thoughtful of you
- l. Share themselves with you

(NOTE: These are only some of the characteristics which help you identify a friend.)

D. Peer pressure

- 1. Peers are people who are the same age as you and have similar interests.
 - 2. Peers help form your personal self concept.
 - 3. Peer pressure promotes a need of individuals to be like others of the same age, sex, occupation, or religion.
 - 4. Peer pressure is particularly strong in adolescents who look at each other to find out what is "in."
 - 5. People who go along with the group want to be accepted by others.
 - 6. If you often worry about what others think of you, you will undermine your own self-concept. Develop a strong self-concept by learning to recognize your own values and make your own decisions, despite what friends might think.
 - 7. Peers often exert pressure on others to conform to their ideas, manner of dress, entertainment, etc.
 - 8. The more confidence you have in yourself, the less likely you will be to conform to the expectations of others.
 - 9. Learn how to tell the difference between doing something because someone else thinks you should do it and doing it because it is important to your own personal growth.
- (NOTE: This skill develops as you mature, as you develop a strong self-concept, and as you think through what you want to achieve in life.)

COMMUNICATING



**"Is it true that you like your employees to communicate
what they think, big nose?"**

LISTENING



"I said I wanted a hamburger and FRIES!"

ENCOURAGE COOPERATION



"Unfortunately, your insurance doesn't cover family squabbles."

PERSONAL RELATIONSHIPS

UNIT VIII

ASSIGNMENT SHEET 1--COMMUNICATION



Directions: Methods of communication include: **media, symbols, speaking, listening, writing, and body language.** Read the descriptions of the various types of communication. Write the method of communication beside its description.

- _____ 1. Elizabeth's grandmother is sick in the hospital. Elizabeth is writing a letter to tell her how much she cares about her and to wish her a quick recovery.
- _____ 2. Mr. Taylor has just entered the science room. He slams the door behind him, smacks a pile of books on his desk, and closes the file cabinet drawer with a loud bang. Hearing those sounds, it is obvious what kind of mood Mr. Taylor is in today.
- _____ 3. Joel is giving a speech in his history class about the Civil War. His speech is well organized and every word is clearly spoken.
- _____ 4. Missy is wearing her cheerleading uniform at school today. There must be a home game tonight because cheerleaders have to wear their uniforms to school on days of home games.
- _____ 5. Robert is a new student in school. The first day of class he came in wearing a torn pair of jeans and a ragged looking T-shirt. He looked down at his feet a lot and slumped over. Just by his actions he seemed shy.
- _____ 6. Anne saw a commercial on television last night advertising a soft drink. She noticed the emphasis was on attracting people's attention so they would want to buy that particular soft drink.

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PERSONAL RELATIONSHIPS

UNIT VIII

ASSIGNMENT SHEET 2--SELF-DESCRIPTION

Directions: To help you understand yourself, respond to each of the statements or questions.

A. List 10 words that describe who you are.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

B. List 10 words that describe the way you would like to be.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

C. Compare the two lists. If they are very different, you probably have not accepted who you are.

1. How many items in list A are different in list B?
2. Which of the things that you listed in Group A do you consider to be strengths?

3. Which things do you feel make you different from other people?
 4. Which things do you feel make you like other people?
- D. Summarize your thoughts about yourself. How does knowing more about yourself help you respond to situations in daily life?

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PERSONAL RELATIONSHIPS

UNIT VIII

ASSIGNMENT SHEET 3--PERSONAL CHARACTERISTICS CHECKLIST

Directions: React to each statement by checking the column which reflects how you feel.

Is this you?	AGREE	UNSURE	DISAGREE
1. I like being around people.	___	___	___
2. I strike up conversations with strangers easily.	___	___	___
3. I am a competent student.	___	___	___
4. I enjoy quiet activities.	___	___	___
5. I like to learn new skills.	___	___	___
6. I get along well with people.	___	___	___
7. It takes me a long time to learn new skills.	___	___	___
8. I am shy.	___	___	___
9. I manage my time well.	___	___	___
10. I am very healthy.	___	___	___
11. I seldom eat fast foods.	___	___	___
12. I usually get enough sleep.	___	___	___
13. I go along with the crowd.	___	___	___
14. I keep to myself.	___	___	___
15. I do not accept criticism easily.	___	___	___
16. I like the way I look.	___	___	___

Is this you?

AGREE

UNSURE

DISAGREE

17. I have others do my work for me.

—

—

—

18. I enjoy accepting responsibility.

—

—

—

19. I can communicate effectively with others.

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—

—

20. I know my strengths and limitations.

—

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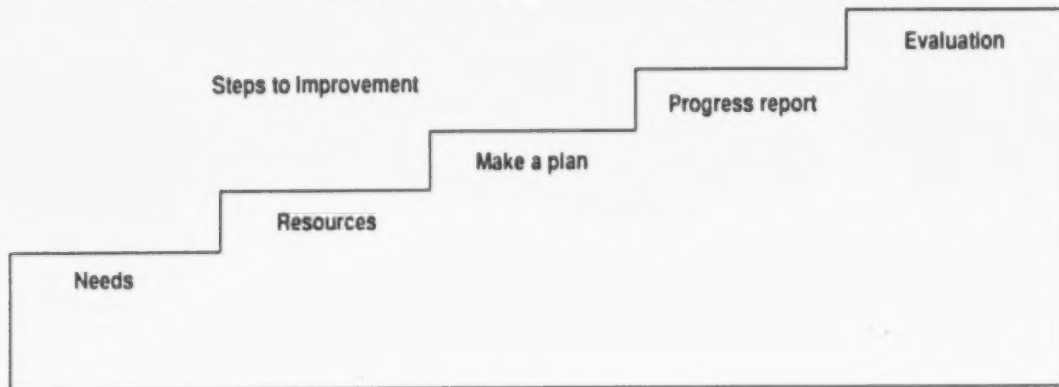
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PERSONAL RELATIONSHIPS

UNIT VIII

ASSIGNMENT SHEET 4--PLAN FOR SELF-IMPROVEMENT



Directions:

1. List three personal improvement goals that you would like to work on:
 - a.
 - b.
 - c.
2. Select one of these goals and make a written plan using these steps:
 - a. My reason for choosing this goal

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PERSONAL RELATIONSHIPS

UNIT VIII

ASSIGNMENT SHEET 5--FAMILY MEMBER TASKS

PART I

Directions: Identify the person(s) who is likely to complete the following tasks in your family. You may have more than one person to do a task.

(NOTE: Every family is unique; there is no one best way that works for everyone.)

TASKS	PERSON(S)
1. Taking out the garbage	_____
2. Cooking breakfast	_____
3. Vacuuming	_____
4. Dusting	_____
5. Cleaning the bathroom	_____
6. Barbecuing	_____
7. Painting the house	_____
8. Mowing the lawn	_____
9. Washing dishes (loading the dishwasher)	_____
10. Preparing dinner	_____
11. Doing the laundry	_____
12. Ironing/pressing clothes	_____
13. Disciplining the children	_____
14. Mending clothes	_____
15. Servicing the car	_____

PART II

Sometimes household tasks are divided along sex-stereotyped lines. Put an "S" by the previous tasks that are stereotyped in **your** family.

PART III

Directions: Answer the following questions.

1. List each household task that you would not do in your family.
2. What are your reasons for not doing these tasks?
3. Do you feel your family stereotypes household tasks as being either women's work or men's work? Why or why not?

PERSONAL RELATIONSHIPS

UNIT VIII

ASSIGNMENT SHEET 6--FAMILY TASK ANALYSIS

Directions: Compare the success of distributing tasks used by the Gargle family.

The Gargle family consists of Mother Gargle, Jill Gargle (age 13), Jeff Gargle (age 17), and Tim Gargle (age 19). Mother Gargle supports the family by working Monday through Friday from 10:00 a.m. to 5:30 p.m. as a pharmacist in a local drug store. Jill and Jeff are in school full time. Tim works as a mechanic in an auto repair shop. Jeff works in an office after school and wants to go to law school. Both Tim and Jeff contribute part of their earnings to the support of the family. Jill does baby-sitting after school and weekends and uses her earnings for her everyday expenses.

Because everyone is busy with personal activities, the Gargle family agreed to divide up household jobs so that everyone would know what was required of him or her. Mother Gargle said that since she knew best what needed to be done, she would assign the jobs. This is what she decided.

1. Everyone is responsible for taking care of their own room and putting their own dirty clothes and linen in the laundry.
2. Tim is responsible for keeping the yard neat and taking care of the car.
3. Jeff is responsible for cleaning the bathrooms and keeping all appliances and electrical equipment working properly.
4. Jill is assigned the dishes after each evening meal, vacuuming, dusting, and picking up household clutter every day.
5. Mother Gargle agreed to wash and fold all the laundry and deliver it to the children's room. She also kept responsibility for the grocery shopping, cooking, budgeting, and keeping track of the household finances.

Tim hates yard work, but loves to tinker with the car. He is a very good mechanic and can generally fix anything. Jill loves to be outdoors and seems to be able to make almost anything grow. She hates house cleaning, but is very good at keeping records. Jeff loves to cook and likes to keep things clean and shiny. Mother Gargle hates folding clothes, but she does not trust the children to sort them properly. Because she has to read prescriptions all day, her eyes are usually tired when she gets home, so the book work often does not get done and she does not always know just how much money there is available when the children need some to accomplish their jobs.

How long do you think the Gargle household will run smoothly with tasks assigned this way? Reassign the tasks by listing their chores beside their names.

Tim - Age 19

Jeff - Age 17

Jill - Age 13

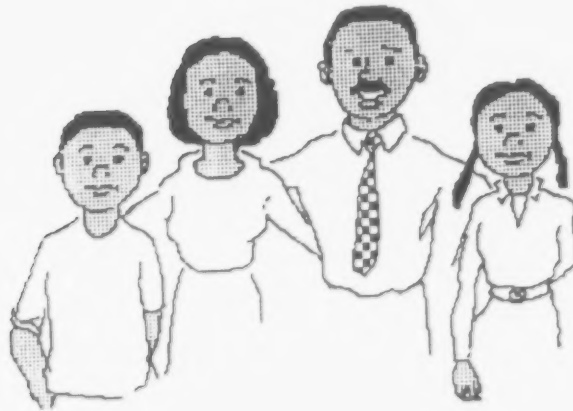
Mother Gargle

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PERSONAL RELATIONSHIPS

UNIT VIII

ASSIGNMENT SHEET 7--FAMILY TIES



Directions: Place a check on the line which reflects how you view your relationships with your family.

IN MY FAMILY:	NOT TRUE	SOME- TIMES TRUE	FRE- QUENTLY TRUE
1. I am quick to show my affection.	___	___	___
2. I listen carefully to other family members.	___	___	___
3. I share my time and my possessions easily with other family members.	___	___	___
4. We laugh a lot together.	___	___	___
5. We are courteous to one another.	___	___	___
6. We do a lot of things together.	___	___	___
7. We talk over problems.	___	___	___
8. I get help when I need it.	___	___	___
9. I can freely voice my opinion.	___	___	___

IN MY FAMILY:	NOT TRUE	SOME- TIMES TRUE	FRE- QUENTLY TRUE
10. I can depend on my family for support.	_____	_____	_____
11. I get help in solving my problems.	_____	_____	_____
12. I cooperate and share tasks with family members.	_____	_____	_____
13. I receive positive, helpful criticism.	_____	_____	_____
14. I get help in learning new skills.	_____	_____	_____
15. I can be relaxed.	_____	_____	_____
16. I get help to feel good about myself.	_____	_____	_____
17. I am unbiased about family members.	_____	_____	_____
18. I spend as much time as I can with my family.	_____	_____	_____
19. I am comfortable inviting my friends over.	_____	_____	_____
20. I am trusted.	_____	_____	_____

This assignment sheet is for the student's own use and should not be collected or graded.

PERSONAL RELATIONSHIPS

UNIT VIII

ASSIGNMENT SHEET 8--PLAN FOR STRENGTHENING FAMILY TIES

Directions: Review your answers in Assignment Sheet 7 on Family Ties. Summarize the answers you gave in the column "Frequently True." Now summarize your answers for the "Not True" column. Answer the following questions.

1. How could you improve relationships within your family?
2. Write three things that you can do to improve relationships with your family during the next month.
 - a.
 - b.
 - c.

PERSONAL RELATIONSHIPS

UNIT VIII

ASSIGNMENT SHEET 9--COPING WITH CRISIS

Directions: Scan newspapers and magazines for an article about a family and an event (either positive or negative) that would change that family's way of life.

Source: _____ Date: _____

Name of article: _____

1. Describe the event that will change their lives.

2. Identify three ways the event will change their lives.
 - a.

 - b.

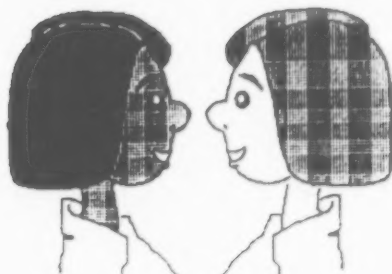
 - c.

3. Will the changes be positive or negative? Why?

4. If the same change occurred in your family, how would you react?

5. How would other members of your family react?

PERSONAL RELATIONSHIPS
UNIT VIII
ASSIGNMENT SHEET 10--FRIENDS



PART I

Directions: Think about someone whom you consider to be your friend. Write about:

1. How you met
2. Where you met
3. Whether the friend is male or female
4. Number of years you have been friends
5. Ways you go about remaining friends
6. Other related information helpful for describing your friend

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PART II

After you describe your friend, check the characteristics your friend exhibits toward you.

___ loyal

___ helpful

___ trustworthy

___ fun

___ affectionate

___ understanding

___ accepting

___ supportive

___ honest

___ sharing

___ respectful

___ other (list)

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PERSONAL RELATIONSHIPS

UNIT VIII

ASSIGNMENT SHEET 11--PEER PRESSURE

Directions: The following pages relate incidents concerning peer pressure. Review each incident and state the type of peer pressure used in the situation. Place a check to indicate whether the pressure is positive or negative. Write the reasons you feel it is positive or negative.

Incident I: Mary Beth and her friends are going to a party. Mary Beth wants to wear jeans and a loose T-shirt that says the Pickensville Penguins. She calls her friend Darlene to find out what she is wearing. Darlene tells her that she is wearing a party dress and she thinks all the other girls will too.

- A. Type of peer pressure _____
- B. ☐ Positive
☐ Negative
- C. Reasons:

Incident II: Stan has never been a part of the "in" group--the guys who always hang out together after school, who eat together in the cafeteria, and who always sit together in class--but he wishes he were. On the night of the school dance, the guys belonging to the "in" group are together at the back of the high school auditorium. Stan walks over, hoping to be included, and discovers that they are smoking marijuana. Stan has never smoked marijuana, but someone from the group offers him a joint.

- A. Type of peer pressure: _____
- B. ☐ Positive
☐ Negative
- C. Reasons:

Incident III.

Steve, Bart, Phil, and Greg have been friends for many years and they spend as much free time together as they can. Because Greg is the fourth of eight children, his family has less money to spend on things which are not necessities. Steve's family is going to Colorado on a skiing trip during Christmas vacation and they have invited Bart, Phil, and Greg to go along. The family has rented a condominium and will be preparing dinner for everyone, so Greg will not have to pay for these. He will, however, have to rent skis (about \$10 per day), buy lift tickets (about \$25 per day), take skiing lessons (about \$18 each; three recommended), and buy lunches on the slopes (\$3 to \$6 per day). Greg works after school and gives a portion of his pay to his family. Usually during Christmas vacation he works full-time and makes a little extra money. Steve, Bart, and Phil really want Greg to go with them on this trip, and they offer to help pay his expenses.

- A. Type of peer pressure: _____
- B. ☐ Positive
☐ Negative
- C. Reasons:

PERSONAL RELATIONSHIPS
UNIT VIII
ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

1. Writing
2. Listening
3. Speaking
4. Symbol
5. Body language
6. Media

ASSIGNMENT SHEETS 2-5

These assignments are not to be collected or graded. They may be used for class discussion.

ASSIGNMENT SHEET 6

Answers will vary. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions. Possible responses might include the following:

1. Tasks might be divided more fairly if a family council was held and family members agreed on which jobs each could do best.
2. Jill, who loves the outdoors, should be the one to do yard work, or Jill and Tim might work together.
3. Jim may not be ready to assume responsibility for equipment care without assistance from Tim and Mother.
4. Jill doing dishes each evening is an example of sex stereotyping. Rotating this job would be more fair.
5. If all family members had a hand in knowing how finances are managed, everyone might be more cooperative in working toward family goals.

ASSIGNMENT SHEETS 7-8

These assignments are not to be collected or graded. They may be used for class discussion.

ASSIGNMENT SHEETS 9-11

Answers will vary. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

PERSONAL RELATIONSHIPS

UNIT VIII

JOB SHEET 1--PRACTICE LISTENING

Directions: Select a television news program, a lecture by one of your teachers, or a sermon at your church. **Focus on really listening.** Practice using these listening skills.

1. Prepare yourself to listen.
 - Clear your mind.
 - Sit comfortably and be physically alert.
 - Look the speaker in the eye.
2. Concentrate on what the speaker is saying, not on what comments you want to make.
3. Listen actively and take brief notes. Put down only the main points.
4. Avoid emotional responses. (When you react to certain words which call up emotion in you, such as "weirdo," "criminal," "drug pusher," etc., the message being conveyed is lost.)
5. Avoid stumbling blocks.
 - Daydreaming
 - Becoming distracted
 - Being critical of the speaker or the message

Directions: Critique your experience.

1. How were the suggestions on listening helpful?
2. What is your greatest stumbling block to being a good listener?
3. How do you think you could overcome it?

PERSONAL RELATIONSHIPS

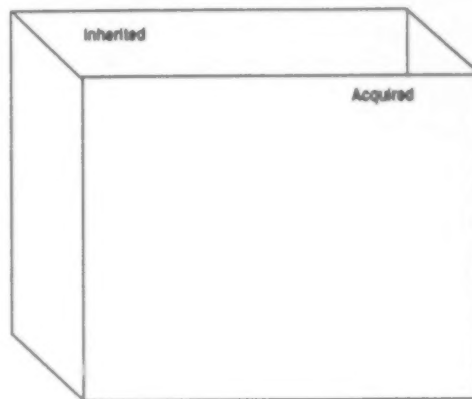
UNIT VIII

JOB SHEET 2--INHERITED AND ACQUIRED PERSONAL CHARACTERISTICS

You are a unique "package" of traits and characteristics. Some of these you have acquired from your environment, such as school, friends, neighborhood, and family. Others are inherited and represent your family heritage.

Directions: Using an empty box and felt markers, write on the inside of the box the personality characteristics that you inherited (stubborn, independent, outgoing, quick or slow in manner or speech, etc.). On the outside write some of those personality characteristics you've acquired from your environment.

Write a summary in the space below about what you discover about yourself. Do the inside and outside of the box match? Why or why not?



PERSONAL RELATIONSHIPS

UNIT VIII

JOB SHEET 3--SHOWING YOU CARE

Directions: Use the following chart to keep a two-day record of the ways you show that you care about others.

Ways of caring for others	What did you do?	
	DAY 1	DAY 2
1. Provided support	_____	_____
2. Demonstrated dependability	_____	_____
3. Helped others display emotions positively	_____	_____
4. Treated others with respect	_____	_____
5. Supported someone learning new skills	_____	_____
6. Used positive criticism with others	_____	_____
7. Helped someone correct mistakes	_____	_____
8. Helped someone adjust to change	_____	_____

Evaluation: Upon completion of your observations, answer these questions.

1.
 - a. How many times did you show others you cared during your two days of observation?
 - b. Estimate the number of times you missed an opportunity to show people you care about them.
 - c. Give an example of an opportunity you missed.

- d. Could you use some help in knowing how to show people you care? _____
If so, what kind of help would you like?

PERSONAL RELATIONSHIPS

UNIT VIII

JOB SHEET 4--HOW HAVE I MATURED?

Directions: Interview an older relative or friend of your parents to discover the changes they have observed in you during your lifetime.

1. List qualities that they have noticed that are either the same or have improved during your lifetime.

2. What qualities or behavior did they observe that you have now outgrown?

3. What physical qualities are now different?

4. How are you different from your brothers and sisters, cousins, or other family members?

PERSONAL RELATIONSHIPS

UNIT VIII TEST

Part I--Matching: Match the type of communication with the descriptive phrase by writing the letter in the space provided.

- | | |
|----------------------------|---|
| ___ 1. Body language | a. Spelling words correctly |
| ___ 2. Speaking | b. Creating a mood or feeling |
| ___ 3. Symbols | c. Matching your facial expressions to your words |
| ___ 4. Writing | d. Maintaining good eye contact |
| ___ 5. Media (commercials) | e. Avoiding slang expressions |
| ___ 6. Listening | f. Talking about yourself as much as possible |
| | g. Knowing what information has meaning to a particular group |

Part II--Multiple Choice: For each multiple choice question, choose the best answer and write its letter in the space provided.

- ___ 7. Which involves positive communication?
- a. Identifying differences
 - b. Losing your temper
 - c. Sharing viewpoints
 - d. Criticizing one another
- ___ 8. Which is related to understanding your personal characteristics?
- a. Being realistic about who you are
 - b. Setting personal goals
 - c. Eliminating undesired characteristics
 - d. All of the above
- ___ 9. Which is an inherited characteristic?
- a. Jealousy
 - b. Eye color
 - c. Bad temper
 - d. Typing skill

- ___ 10. Which identifies abilities on the basis of being male or female?
- a. Free of bias
 - b. Sex stereotyped
 - c. Assigned fairly
 - d. Healthful
- ___ 11. When is family cooperation strengthened?
- a. Each member is involved in many activities.
 - b. Rights of members are overlooked.
 - c. Member self-esteem is ignored.
 - d. Family councils are used to share ideas.
- ___ 12. Which is an expression of love and affection?
- a. Let no one know where you are.
 - b. Make fun of family members' mistakes.
 - c. Keep what you have for yourself.
 - d. Volunteer to assist family members.
- ___ 13. Which is the action of a responsible person?
- a. You do not treat others with respect.
 - b. You complete activities you assume.
 - c. You exclude yourself from family celebrations.
 - d. You avoid assuming leadership roles.
- ___ 14. Which is a way to cope with crises effectively?
- a. Avoid other people
 - b. Try not to listen to family and friends
 - c. Look for information to help you
 - d. Look for quick solutions
- ___ 15. Which is an indication of an emotionally mature person?
- a. Has reached a specific age
 - b. Has reached a specific intellectual level
 - c. Is well developed physically
 - d. Can control how he/she expresses feelings
- ___ 16. Which describes a person who does not grant privileges/opportunities to people who seem different?
- a. Stereotypical
 - b. Unethical
 - c. Emotionally immature
 - d. Unbiased

- ___ 17. Which is a characteristic of a friend?
- a. Biased
 - b. Uncaring
 - c. Trustworthy
 - d. Insensitive
- ___ 18. Which is a way to develop friendships?
- a. Finding common likes/dislikes in others
 - b. Avoiding others
 - c. Criticizing others
 - d. Attending events we do not care about
- ___ 19. Which identifies a method of criticism and sometimes abuse used by some people to change the behavior of others?
- a. Peer pressure
 - b. Prejudice
 - c. Positive reinforcement
 - d. Critical respect

Part III--Short Answer: Define each term.

20. Self-esteem:
21. Values:
22. Communication:
23. Mature:

Part IV--Short Answer: Write brief responses to these statements or questions.

24. Mary likes to stay with her grandmother because she gets to prepare meals, try her hand at gardening, improve her Spanish (since her grandmother speaks Spanish fluently), and read to her. What three personal strengths does Mary show in her relationship with her grandmother?
- a.
 - b.
 - c.

25. Give one example each of short-term and long-term goals.
- a. Short-term goal -
 - b. Long-term goal -
26. If family members assume household tasks on the basis of their ability, what effect does this have on the family?
27. Identify three ways that sharing household tasks affects family members.
- a.
 - b.
 - c.
28. Identify one way that family members can encourage independence in children.

PERSONAL RELATIONSHIPS

ANSWERS TO UNIT VIII TEST

Part I:

- | | |
|------|-------|
| 1. c | 10. b |
| 2. e | 11. d |
| 3. b | 12. d |
| 4. a | 13. b |
| 5. g | 14. c |
| 6. d | 15. d |

Part II:

- | | |
|------|-------|
| 7. c | 16. a |
| 8. d | 17. c |
| 9. b | 18. a |
| | 19. a |

Part III:

20. The respect we have for ourselves
21. Beliefs or ideas to which we attach importance
22. A process involving a message sender and a message receiver
23. Fully grown or developed socially, emotionally, and physically

Part IV:

24. Three of the following or similar responses:
 - Willing to try new things
 - Willing to assume responsibility
 - Willing to exercise her skills through learning
 - Willing to share self with grandmother
25. Answers will vary.
26. Answers should be based on Information Sheet, Section IV.
27. Answers should be based on Information Sheet, Section IV.
28. Answers should be based on Information Sheet, Section IV.

Home Economics I

Career Exploration Unit IX

Cross-Reference Table of Instructional Materials

Competency*	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
-	1					1-8	
B1	2	1, 2, 3, 4, 5, 6, 7	1	1		20, 22, 25	
B2	3		2			27	
B3	4		3			12, 21	
B4	5	8, 9, 10		2		9, 11, 19	
B5	6		4		1		
B6	7		5			10	
C1	8	11, 12			2, 3	13-14, 16	
C2	9	13, 14, 15				15, 23, 26	
C3	10	16	6		4	17-18, 29	
D1	11	17		3	5	24, 28	

* From Home Economics I Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

CAREER EXPLORATION

UNIT IX

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to relate job information to personal job interests, prepare appropriate job-related materials (resume, application form, follow-up letter), participate in a job interview, explore employee responsibilities, and evaluate personal grooming and work-related habits that lead to job success. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and Job Sheets and by achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

Upon completion of this unit, the student should be able to:

1. Based on the content outline, **MATCH TERMS AND DEFINITIONS RELATED TO LOCATING A JOB AND EVALUATING JOB SUCCESS FACTORS** by achieving 100 percent accuracy on the Unit Test.
2. Based on the content outline, Transparency Masters 1, 2, 3, 4, 5, 6, and 7, and Handout 1, **ANALYZE JOB INTERESTS** by completing Assignment Sheet 1 and by achieving 100 percent accuracy on the Unit Test.
3. Based on the content outline and Handout 2, **PREPARE A RESUME** by achieving 100 percent accuracy on the Unit Test.
4. Based on the content outline and Handout 3, **WRITE A LETTER OF APPLICATION** by achieving 100 percent accuracy on the Unit Test.
5. Based on the content outline and Transparency Masters 8, 9, and 10, **GATHER INFORMATION TO COMPLETE AN EMPLOYMENT APPLICATION FORM** by completing Assignment Sheet 2 and by achieving 100 percent accuracy on the Unit Test.
6. Based on the content outline and Handout 4, **DEMONSTRATE GOOD JOB INTERVIEW SKILLS** by participating in a scheduled mock interview by completing Job Sheet 1 and achieving 100 percent accuracy on the Unit Test.
7. Based on the content outline and Handout 5, **DEMONSTRATE WRITING AN APPROPRIATE FOLLOW-UP LETTER** by achieving 100 percent accuracy on the Unit Test.
8. Based on the content outline and Transparency Masters 11 and 12, **EVALUATE PERSONAL GROOMING HABITS AND MAKE PLANS FOR IMPROVING** by completing Job Sheets 2 and 3 and by achieving 100 percent accuracy on the Unit Test.
9. Based on the content outline and Transparency Masters 13, 14, and 15, **EVALUATE PERSONAL HABITS ASSOCIATED WITH JOB SUCCESS** by achieving 100 percent accuracy on the Unit Test.

10. Based on the content outline, Transparency Master 16, and Handout 6, **RECOGNIZE EMPLOYEE RESPONSIBILITIES** by completing Job Sheet 4 and by achieving 100 percent accuracy on the Unit Test.
11. Based on the content outline and Transparency Master 17, **DEMONSTRATE KNOWLEDGE OF HOME ECONOMICS RELATED SMALL BUSINESSES** by completing Assignment Sheet 3 and Job Sheet 5 and by achieving 100 percent accuracy on the Unit Test.

CAREER EXPLORATION

UNIT IX

SUGGESTED ACTIVITIES

- A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

1. The school counselor can be a great asset in planning this unit.
- B. Make transparencies.
- C. Provide students with Objective Sheet.
- D. Discuss Unit and Specific Objectives.
- E. Provide students with Information Sheet.
- F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

- G. Provide students with Handouts, Assignment and/or Job Sheets prior to the demonstration of the procedure.
- H. The following activities may be integrated into the teaching of this unit:

1. **Locating a job**

- a. Use **Transparency Masters 1-4** as desired to open discussion on attitudes toward (and importance of) work to students' future. Examples of discussion questions:
 - 1) What goals do you have for the kind of work you like to do?
 - 2) How is work related to satisfaction in life?
- b. Use other transparencies as appropriate throughout the unit to begin a new topic or focus on an issue.
- c. Invite a panel of people to class to tell about how they got their first job.
- d. Create a bulletin board entitled "Home Economics Related Jobs".
- e. Collect news and magazine articles and advertisements for entry-level jobs. Keep a "Job Bulletin Board." Discuss how this information impacts on the students' job preparation and search.
- f. Have students watch the employment ads of newspapers.
- g. Have students write "employment wanted" newspaper ads listing their qualifications.
- h. Have a speaker from the local Employment Bureau discuss availability of part-time and summer jobs in the area, and ask them to tell students steps to take in getting a job.
- i. Role-play appropriate and inappropriate appearance and behavior for an interview.
- j. Use **Handout 4** as a tool for students to gain feedback from their interviewer in a mock job interview. Schedule students for interviews with teachers or volunteers from the community.

2. **Evaluating job success factors**

- a. Use **Transparency Masters 11 and 12** to introduce grooming. Have small groups discuss:
 - (1) What do you think when you see a dirty, sloppy-looking person in the work place?
 - (2) What is that person telling you by his/her appearance?
 - (3) What message do you want to give your employers and co-workers?
 - (4) How can such messages be given through personal appearance?
- b. Prepare a bulletin board to show an appropriate job wardrobe. Identify specific jobs and have students find pictures of clothes in magazines or catalogs.
- c. Invite a skin care specialist to come to class to discuss and/or demonstrate facial care products.
- d. Have a clothing workshop based on the results of **Job Sheet 3**. Students can help each other press, sew buttons, measure and hem skirts or pants, etc.
- e. Have students formulate self-improvement plans based on information gathered in the mock interview, **Handout 6**, and **Job Sheets 2 and 3**.
- f. Assemble a panel of employers who represent job interests of students. Ask them to talk about their expectations of workers from interviews through being hired and working at the job for a period of time.

I. Give test.

J. Evaluate test.

K. Reteach if necessary.

CONTENT OF THIS UNIT

A. Cross-Reference Table of Instructional Materials

B. Objective Sheet

C. Suggested Activities

D. Information Sheet

E. Transparency Masters

1. TM 1--Desperate
2. TM 2--Night Work
3. TM 3--Show Me, Mom
4. TM 4--Plant Manager
5. TM 5--Know Yourself
6. TM 6--Career Exploration
7. TM 7--Calling on the Telephone
8. TM 8--Get Ready to Get a Job
9. TM 9--Application Forms
10. TM 10--Locating a Job
11. TM 11--First Impression
12. TM 12--Physical Appearance
13. TM 13--Honesty

14. TM 14--Responsible
15. TM 15--Reliable
16. TM 16--Holding on to that Job
17. TM 17--Small Home-Based Home Economics Businesses

F. Handouts

1. HO 1--Using Job-Related Information Resources
2. HO 2--Sample Resume
3. HO 3--Letter of Application/Cover Letter
4. HO 4--Mock Interview Checklist
5. HO 5--Write a Thank You Letter
6. HO 6--Job Survival Skills

G. Assignment Sheets

1. AS 1--Evaluate Skills and Abilities
2. AS 2--Information for Resume and Employment Application
3. AS 3--Marketing Study for Business

H. Answers to Assignment Sheets

I. Job Sheets

1. JS 1--Researching an Employer
2. JS 2--Grooming - Facial Care and Hair
3. JS 3--Wardrobe
4. JS 4--Employee Responsibilities
5. JS 5--Exploring Home Economics Jobs

J. Unit Test

K. Answers to Unit Test

REFERENCES USED IN DEVELOPING THIS UNIT

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CAREER EXPLORATION

UNIT IX

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

- A. Application form--personal information sheet that must be completed by a job applicant.
- B. Apprentice--person who receives instruction in a trade, art, or business in return for working.
- C. Aptitude--natural or acquired ability, quickness of understanding (talent, intelligence).
- D. Career--chosen profession or occupation pursued as a life work.
- E. Computational--preference to working with numbers.
- F. Confidential--told in secret; communicated in confidence.
- G. Entrepreneur--one who starts a business or enterprise.
- H. Job interview--a formal meeting between a prospective employer and employee to determine job skills and suitability.
- I. Mechanical--interest in working with tools and machines.
- J. Resume--a well-organized overview of what one has to offer to an employer; written summary that includes skills, education, experience, and pertinent personal data.
- K. References--persons to whom an employer may refer to for information about an applicant.
- L. Scientific--interest in discovering new facts and solving problems.

II. Locating a job

- A. Analyze job interests.

(Objective 2; TM 1, 2, 3, 4, 5, 6, 7; HO 1; AS 1)

- 1. Your role at work can meet many of your personal needs. It can provide you with:
 - a. Income
 - b. Pride
 - c. Personal satisfaction and a sense of accomplishment
 - d. The feeling of belonging to a group
 - e. Security
 - f. Opportunity for recognition
 - g. Chance to develop skills that can be applied in other settings

2. To choose employment that is appropriate for you:
 - a. Analyze the type of employment that gives you satisfaction. Do you like to work:
 - (1) Indoors or outdoors?
 - (2) Under pressure or in an easygoing atmosphere?
 - (3) Regular daytime hours or evenings?
 - b. Be aware of the kinds of duties involved in the work of your choice. Your duties might involve cleaning, organizing, working with numbers, taking directions, or assuming a leadership role.
 - c. Assess the financial rewards of the work you do. Consider:
 - (1) Opportunity for promotion
 - (2) Additional salary such as merit increases, tips, commissions
 - (3) Salary comparison with other jobs for which you are eligible
 - d. Evaluate the setting you will work in. The environment will influence how you feel about going to work each day. Is it:
 - (1) Clean and safe?
 - (2) Indoors or outdoors?
 - (3) Spacious or small space?
 - (4) Attractive or unattractive?
 - e. Recognize that the personal relationships you establish at work can influence how you feel about your work. Do you like to work:
 - (1) Alone or with a team?
 - (2) With people who have the same background and education that you do, or with people from a variety of different backgrounds?
3. Select a job appropriate to your interests and aptitudes. The things that you do well can form a basis for job selection.

B. Prepare a resume.

(Objective 3; HO 2)

1. A resume is a sales sheet about YOU. Its purpose is to help you get an interview. It must represent you accurately. There is "no one best way" to write a resume; however it should be simple and no longer than one page. The content of the resume usually includes the following information:
 - a. Name, address, and telephone number
 - b. Job objective
 - c. Education
 - d. Experience
 - e. Extracurricular activities/honors
 - f. Additional skills
2. A resume should be neatly typed on good quality paper. It should always be carefully checked for correct grammar, spelling, and punctuation. A good resume will go a long way toward helping you make a good impression. A bad one can prevent you from even getting an interview, regardless of how well you may be able to do a job.
3. Information from your resume can be transferred to a small paper or card to carry in your wallet or purse. It is an easy way to always have the information required for job applications and interviews.

C. Write an application letter.

(Objective 4; HO 3)

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1. A letter of application is a formal message sent to a prospective employer requesting consideration for employment.
2. It is wise to write a short letter to send with your resume, especially if you are applying for a specific position.
3. The letter introduces your resume and elaborates on particular qualifications.

D. Complete employment application form.

(Objective 5; TM 8, 9, 10; AS 2)

1. Many employers require a completed application form before the interview, even though you may have submitted a resume. The information is usually about the same as is given on the resume but may include a space for Social Security number.
2. A Social Security card is needed for identification and payroll.
3. Because of minimum age requirements, employers may require workers to have work permits.
4. Follow directions carefully and give all information accurately. Every question should be answered. Those that do not apply should be answered "NA" (not applicable).
5. Apply for a specific job, not just "anything."

E. Participate in a (mock) job interview.

(Objective 6; HO 4; JS 1)

1. It is important to prepare for each interview. The interview is the most important part of the job search process. In addition to having the necessary job skills, prospective employers will hire you because they like you. They are positively impressed if you have a good appearance, present yourself well, and show an interest in them or what they stand for.
2. Find out all you can about the place of business before the interview.
3. Have all factual information necessary to take with you to the interview such as school and previous work records, proof of age, Social Security number, character references, and samples of your work, if appropriate.
4. Good grooming is vital to making a good impression. Dress appropriately for the kind of job you are applying for.
5. Get a good night's sleep the night before your interview. You will also feel better if you eat breakfast, walk briskly, jog, or exercise before you leave home.
6. Go alone to the interview and arrive at least 15 minutes early so that you will not be rushed. This will also give you time to fill out an application form.

F. Write a follow-up letter.

(Objective 7; HO 5)

1. It is to your advantage to send the interviewer a typed thank-you letter or a handwritten thank-you note on stationery.

III. Evaluating job success factors

A. Evaluate personal grooming habits.

(Objective 8; TM 11, 12; JS 2, 3)

1. First impressions are critical because you never have another opportunity to make a first impression!
2. Part of preparing for an interview is deciding on appropriate dress. An applicant can go to the business or talk to someone who works there to find out what the employees wear.
3. Clothing need not be new but should be clean and pressed.
4. For jobs involving outdoor work or work in a shop or factory, clean jeans or work pants, shirt, and work shoes or boots are acceptable.
5. For most interviews:
Females should wear a simple dress or suit with shoes that complement the outfit. Avoid extreme costume jewelry, heavy make-up, and strong cologne.
Males should wear a suit or sport coat with coordinating pants and shoes.
6. Select correct size of clothes:
 - a. Slacks and skirts that fit well--neither too tight nor too baggy.
 - b. Garments with correct waist and chest fit.
 - c. Long sleeves should end at the wrist.
 - d. Skirt length is never extremely long or extremely short. Knee length or no more than two inches below the knee is acceptable for most interviews.
 - e. Pants usually brush the top of the shoes in front and are one-half inch longer in back.
(NOTE: Keep skirt or pants lengths appropriate to current styles without getting caught up in fads.)
7. Keep clothes in good condition.
 - a. Check to see if clothes need cleaning. Check for stains, odor, or soil.
 - b. Read labels to see how clothes should be laundered or if they need to be dry-cleaned.
 - c. Remove spots from clothes or give special attention before laundering.
 - d. Fold or hang clothes when dry. Some clothes will not need pressing if taken from the dryer while still damp.
 - e. Iron clothes that look wrinkled or try some of the wrinkle-remover products.
 - f. Mend rips and tears.
 - g. Replace missing buttons.
 - h. Shorten or lengthen clothes where necessary.
 - i. Polish or clean shoes regularly; take them to be repaired when heels and soles need replacement.
8. Good grooming is essential for success in the work world, as well as for that initial impression when you interview.
 - a. Bathe or shower at least once a day.
 - b. Use a good deodorant or antibacterial soap.
 - c. Give extra attention to feet, underarm areas, neck and ears, and nails.
Women: Shave legs and underarms regularly as necessary. When using nail polish, cover the entire nail area. If you use polish, make sure it is smooth and free of nicks or chips.

Men: Shave once daily and more if the occasion calls for it. If you have a beard or moustache, keep it neatly trimmed. Make sure your fingernails are clean and short.

- d. Hair should be clean and combed in an attractive style.
- e. Use deodorant or antiperspirant daily after bathing.
- f. Keep nails short, neatly trimmed, and clean. Use foot powder if your feet perspire.

B. Personal habits associated with job success

(Objective 9; TM 13, 14, 15)

- 1. Home and work roles need to be in balance to avoid family conflict.
- 2. Work involves selling skills and abilities you possess to an employer for wages.
- 3. When employed, you are obligated to be:
 - a. Honest
 - b. Productive
 - c. Responsible
 - d. Able to follow instructions
 - e. Reliable
 - f. Positive in your attitude
 - g. Loyal (follow company policies)
 - h. Interested in employment goals
 - i. Aware of consequences of stealing (taking items home or using items at work for personal use, etc.)
 - j. Knowledgeable about how to handle work-related problems
 - k. Aware of the consequences of drug and alcohol use
 - l. Conscientious about following the rules regarding smoking and tobacco, clean uniform, gum chewing, etc.
- 4. While at work you will be dealing with others. Getting along with co-workers is critical to obtaining and keeping employment.
 - a. Maintain a positive attitude, and you will get along better with co-workers.
 - b. Listen well: be willing to learn; be courteous, impartial, and understanding of others' feelings, ideas, and tasks.
 - c. Develop a sense of humor.
- 5. Getting ahead in your work requires that you be able to evaluate yourself effectively.
 - a. Analyze your skills, work habits, and cooperation with others.
 - b. Accept criticism and correct faults to demonstrate improvement.
- 6. Becoming a leader in the work world requires you to be able to motivate others, treat co-workers in a consistent manner, delegate responsibility, and help others work as a team. (NOTE: Membership in FHA/HERO helps build the skills necessary to get ahead in the work world.)

C. Exploring employee responsibilities

(Objective 10; TM 16; HO 6; JS 4)

- 1. Job success depends on attitudes and personality, good communication, and performance on the job.
- 2. Employers expect their workers to work toward the organization's goals and exhibit the following qualities:
 - a. Self-confidence

- b. Energy and enthusiasm
 - c. Willingness to accept responsibility
 - d. Appropriate skills for the job
 - e. Quality work
 - f. Ability to communicate
 - g. Self-starting
 - h. Willingness to change
 - i. Ability to get along with others
 - j. Ability to deal with conflict
 - k. Safety-minded
 - l. Efficiency
3. Organize and perform your work tasks so they are on time and done to the satisfaction of your employer/supervisor.
 - a. Set goals and objectives.
 - b. Set priorities.
 - c. Manage time and resources effectively.
 - d. Work under pressure when necessary.
 - e. Be thorough, diligent, and persevering.
 4. Avoid activities that are not related to work.
 - a. Avoid personal calls. If friends call you, say you will return their calls after work.
 - b. Avoid chatting with co-workers. Use break and lunch times for talking. Stay within approved times.
 - c. Avoid eating when on the job.
 - d. Avoid reading non-work related books and magazines.

IV. Identifying types of small businesses

(Objective 11; TM 17; AS 3; JS 5)

A. Describe home-based small businesses.

1. The first step in starting a business is to translate your idea, product, or service into a specific plan of action.
2. Write a business plan which includes the following:
 - a. Nature of product or service
 - b. Description of the market (Who are the consumers, and where will they be?)
 - c. How will the product or service reach its market--through wholesalers or retailers?
 - d. Describe or project the competitors.
 - e. Estimate expenses (income and expenses) for the first year.

B. Assess personal skills and resources to be an entrepreneur.

1. Operating a small business is not suitable to everyone.
2. It is important to have a skill, talent, or service which can provide the basis for your business.
3. Besides an idea for the business, qualities needed are stamina, maturity, resourcefulness, and creativity.

C. Compare advantages and disadvantages of owning a business and working for an employer.

1. Insufficient financing is a major cause of small business failure.

2. Managing one's own business can be financially rewarding and personally satisfying if one is willing to take risks and make sacrifices.
3. A successful business requires constant attention.
 - a. Make sure you have enough cash when you begin.
 - b. Keep profits up and costs down.
 - c. Improve or change as necessary.

DESPERATE



"I'm so desperate for a job, I'll even start at the bottom if necessary."

NIGHT WORK



"Night work! You mean when it's dark?"

SHOW ME, MOM



**"Hey Mom. I got that job. Get over here quick
and show me what to do."**

PLANT MANAGER



"Here, you wanted to be a plant manager; take care of this."

KNOW YOURSELF

This is no time to pull the wool over your



own eyes

- What skills and talents do I have?
- What things do I enjoy doing most?
- What kind of job would let me do the things I like to do and use my talents and skills?

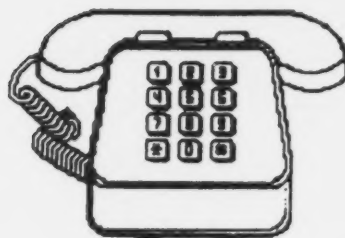
CAREER EXPLORATION



Looking for a job?

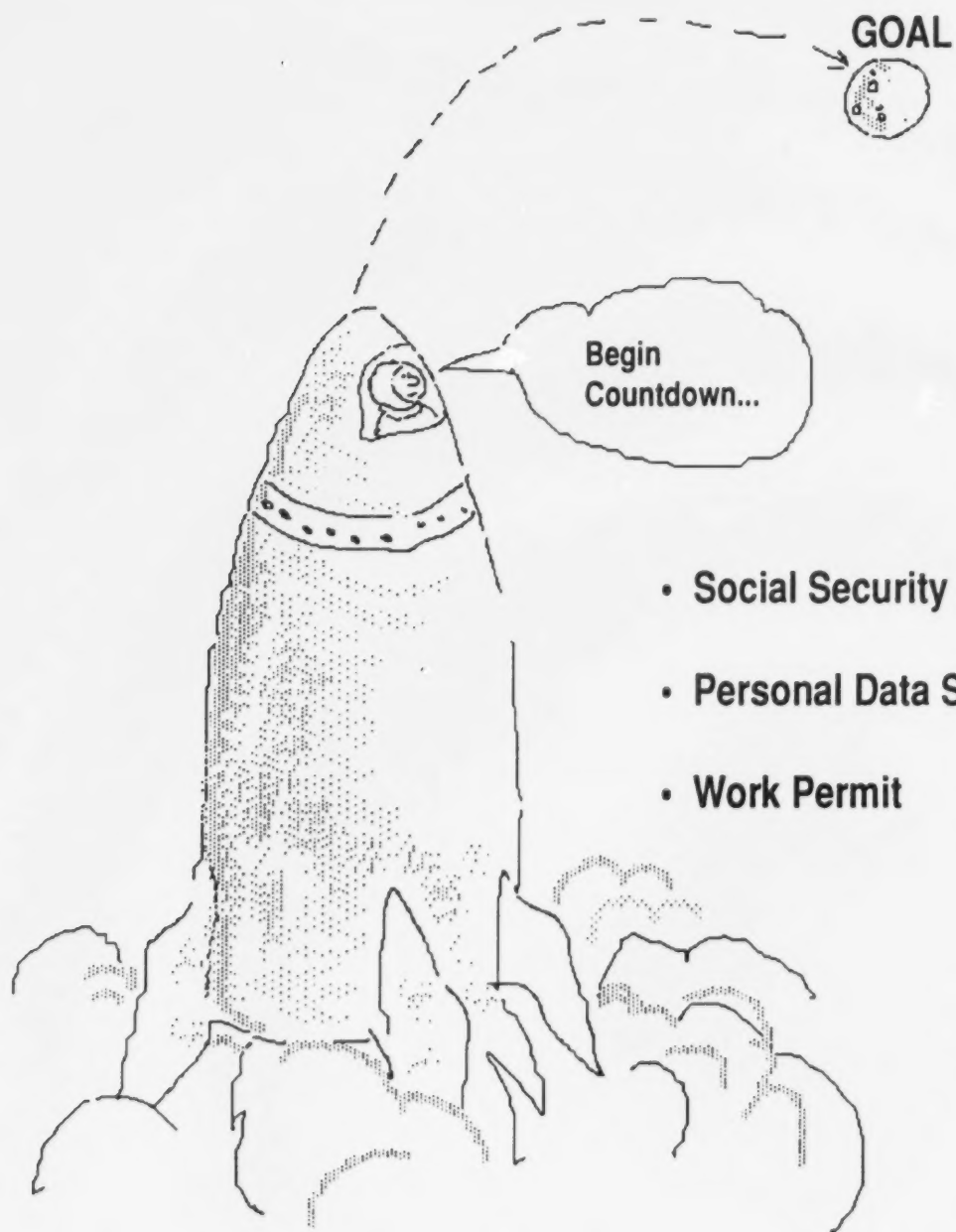
- Ask high school counselors to recommend jobs.
- Contact the state employment service.
- Visit private employment agencies.
- Read classified sections of local newspapers.
- Talk to neighbors, friends, and other acquaintances.
Build a network of people to help you find work.

CALLING ON THE TELEPHONE



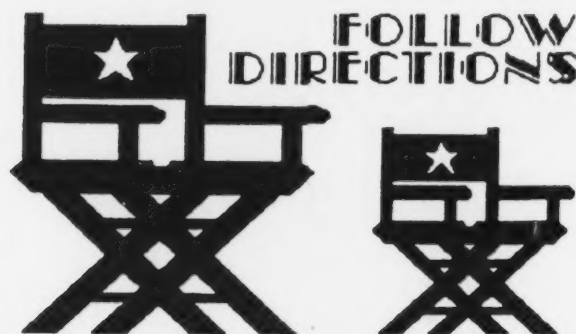
- Prepare what to say.
- Identify yourself.
- State your interest.
- Be courteous and direct.
- Request interview or application form.
- Use normal tone of voice.
- Speak clearly and at moderate speed.

GET READY TO GET A JOB



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APPLICATION FORMS



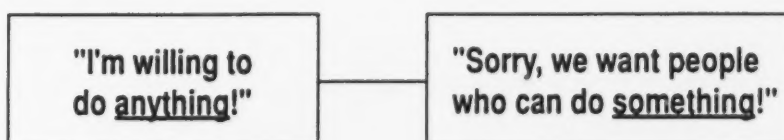
- Take information sheet with you.
- Apply for the specific job you are interested in.
- Print legibly.
- Follow directions exactly and fill out form completely.
- Print NA (not applicable) to avoid leaving blanks.

LOCATING A JOB

Inappropriate Questions will result in Disappointing Answers



Silly Statements will result in Disappointing Responses



DEBRA DOE



PERSONNEL

FIRST IMPRESSION



Make it a good one!

PHYSICAL APPEARANCE



- Clean and well groomed

Body

Hair

Nails

Make-up

Shave

Perfume or
after shave

- Clothing

Appropriate

Clean and pressed

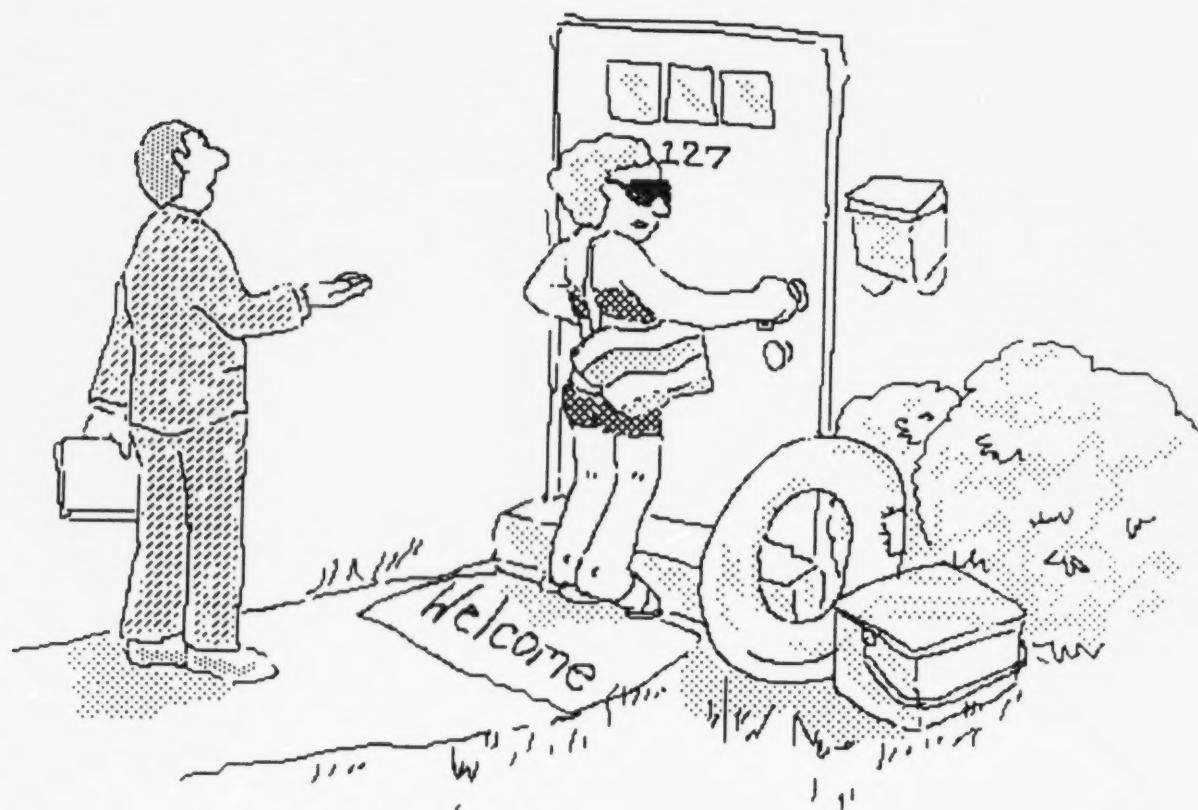
Size, style, length

- Health

Posture

- Rested and Energetic

HONESTY



**"I know you're in bed with the flu, but I need
the keys to the filing cabinet."**

RESPONSIBLE



"I'm your new secretary. Am I an hour late or 23 hours early?"

RELIABLE



"I know it's your first time in 38 years, but what would happen if everyone was ten minutes late for work?"

HOLDING ON TO THAT JOB



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SMALL HOME-BASED HOME ECONOMICS BUSINESSES



CAREER EXPLORATION

UNIT IX

HANDOUT 1--USING JOB-RELATED INFORMATION RESOURCES

1. Ask the school counselor(s) to recommend jobs.
2. Take standardized and vocational tests to help you narrow down your job interests.
3. Contact the state employment service for testing and counseling services to help you determine which jobs are appropriate for you. They may also be able to conduct a computer job search to identify appropriate jobs available.
4. The Occupational Outlook Handbook, published by the United States Department of Labor, lists occupations, the training needed, and job availability.
5. Investigate job training programs designed to teach you specific skills leading to employment.
 - a. Apprenticeship programs--required in skilled crafts areas.
 - (1) May be short- or long-term
 - (2) May or may not include a salary or stipend
 - b. Cooperative work programs--provide jobs for students while completing school
 - (1) Offered in many high schools and vocational schools
 - (2) Help students acquire skills and experience enabling them to move easily from high school to the work world
 - c. On-the-job training--provided by employers for students taking vocational education classes
 - (1) Sometimes associated with vocational school course work
 - (2) Some businesses will pay for you to take additional training to increase your skills.
6. Read classified sections of local newspapers.
7. Talk to neighbors, friends, and other acquaintances. Build a network of people to help you find work.
8. Visit private employment agencies.

CAREER EXPLORATION
UNIT IX
HANDOUT 2--SAMPLE RESUME

Debra Doe
626 Elm Street
Lonesome Town, MO 60000
314/123-4567

OBJECTIVE: Child Care Assistant

EDUCATION: Happy High School. Expected graduation: May 1992

EXPERIENCE: June 1989 to present: Assisted with care of pre-school children on Sunday mornings at Lonesome Town Methodist Church.

Summer 1988 to present: baby-sitting in my neighborhood.

EXTRACURRICULAR ACTIVITIES: Volleyball
Drill Team

ADDITIONAL SKILLS: Read and speak Spanish
Proficient with personal computers

REFERENCES: Available upon request

CAREER EXPLORATION

UNIT IX

HANDOUT 3--LETTER OF APPLICATION/COVER LETTER

**Debra Doe
626 Elm Street
Lonesome Town, MO 60000
314/123-4567**

May 1, 1992

Cedar House Day Care Center
1400 Cedar Street
Lonesome Town, MO 60000

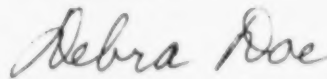
Dear Mrs. Green:

I am interested in applying for employment as a child care assistant. My career goal is to work with children, and I believe a position at Cedar House would give me an excellent beginning.

If you can utilize my skills and experience or have further questions, please contact me at your earliest convenience.

Thank you for your consideration.

Very truly yours,



Debra Doe

Enclosure

CAREER EXPLORATION

UNIT IX

HANDOUT 4--MOCK INTERVIEW CHECKLIST

Criteria	Excellent	Good	Fair	Needs work	Poor
Personal characteristics --Dress/grooming --Manners					
Self-expression --Responds appropriately to questions					
Maturity --Makes judgments and decisions					
Experience --Academic achievements --Extra-curricular activities --Work experience					
Enthusiasm/interest --Interest in job					
Career goals --How can this job contribute?					

Interviewer's comments:

CAREER EXPLORATION

UNIT IX

HANDOUT 5--WRITE A THANK YOU LETTER

1234 Exit Blvd.
Fastlane, MO 56789
May 22, 1992

Mr. Alec B. Smart, Manager
Fastlane Daily News
987 Skid Ave.
Fastlane, MO 56789

Dear Mr. Smart:

Allow me to express my appreciation for the time and interest you gave me during my interview on Thursday, May 21.

I was pleased to learn that the part-time position is to be a permanent one and that the hours are compatible with the time that I have available. Classes in English and Journalism have given me both knowledge and experience in proofreading. As editor of the Fastlane High Flash, I have been responsible for final proofing on all news articles.

Since this job is important in helping finance my college education, I am eagerly awaiting your decision.

Sincerely,

Mabeline Valadictora

MABELINE VALADICTIONA
123 EXIT BLVD.
FASTLANE, MO 56789

MR. ALEC B. SMART, MANAGER
FASTLANE DAILY NEWS
987 SKID AVE.
FASTLANE, MO 56789

CAREER EXPLORATION

UNIT IX

HANDOUT 6--JOB SURVIVAL SKILLS

- Be well groomed and appropriately dressed.
- Call in when you are going to be absent or late.
- Be on time.
- Start work immediately.
- Observe rules for check-in each day.
- Use time properly on the job.
- Use break time according to rules.
- Follow rules for time and length of lunch.
- Know what you are supposed to do on the job.
- Be dependable.
- Follow directions.
- Complete assigned job willingly and on time.
- Know how to deal with interruptions.
- Show initiative and enthusiasm.
- Know where facilities are:
 - Parking lot
 - Eating areas
 - Rest rooms
 - Smoking areas
- Operate equipment safely.

GETTING ALONG WITH OTHERS

- Control temper and deal with stress and frustration.
- Accept criticism.
- Show respect to employer and co-workers.
- Express feelings and needs appropriately.
- Use good manners.
- Keep an open mind and accept new ways of doing things.
- Maintain good communication.

ETHICAL BEHAVIOR

- Never use alcohol or drugs on the job.
- Follow company policies.
- Maintain confidentiality.
- Be loyal to the company and your boss.
- Demonstrate honesty.
- Avoid taking supplies, equipment, or funds for personal use.
- Admit mistakes.

CAREER EXPLORATION

UNIT IX

ASSIGNMENT SHEET 1--EVALUATE SKILLS AND ABILITIES

PART I

Directions: Abilities are things you are able to do. Place a check mark next to the statements which best describe your skills and abilities. List others.

- | | |
|---|---|
| ☐ planning how and when to do certain tasks | ☐ having good concentration |
| ☐ being well-organized | ☐ drawing pictures |
| ☐ making quick decisions | ☐ working with paintbrushes or pens |
| ☐ being a careful and accurate worker | ☐ accepting responsibility |
| ☐ listening to other people | ☐ working with tools and small and large equipment |
| ☐ being a fast worker | ☐ having common sense |
| ☐ being courteous and tactful | ☐ having reading skills |
| ☐ thinking through problems and finding the best solutions | ☐ having arithmetic skills |
| ☐ following directions | ☐ explaining ideas |
| ☐ completing tasks on time | ☐ being aware of what is happening |
| ☐ being a good conversationalist | Other: |
| ☐ writing letters | |
| ☐ getting along with people | |
| ☐ learning and remembering a lot of information | |
| ☐ imagining how a final product (such as a garment or woodworking project) will look | |

PART II

Directions: Think about the skills you have gained either through training or experiences. Check the skills you think you have. Add others to the list.

- | | |
|--|--|
| ☐ type | ☐ paint houses |
| ☐ prepare food | ☐ repair appliances |
| ☐ sew/ do needlework | ☐ play a musical instrument |
| ☐ organize and file | ☐ sing |
| ☐ make floral arrangements | ☐ dance |
| ☐ operate a cash register | ☐ drive a truck |
| ☐ operate a lawn mower and other lawn equipment | ☐ operate farm machinery |
| ☐ photograph and develop pictures | ☐ wash windows |
| ☐ repair autos | ☐ take care of children |
| ☐ do word processing on a computer | Other: |
| ☐ do data entry on a computer | |
| ☐ do carpentry or woodworking | |

PART III

Directions: Summarize the abilities and skills you checked in Parts I and II.

ABILITIES

SKILLS

PART IV

Directions: Think about the type of work you would like to do. Write down any job interests you might have that would use the skills and abilities you've just checked.

What are the jobs available in your community that you would like and would have the skills and abilities to do?

CAREER EXPLORATION

UNIT IX

ASSIGNMENT SHEET 2--INFORMATION FOR RESUME AND EMPLOYMENT APPLICATION

Directions: Fill in the form below with information for your resume. Take the form with you to interviews so you will have the information you need for filling out application forms. Other official papers you may need to take with you are a birth certificate to prove your age; work permit if you are under age; driver's license; and a Social Security number. Keep a copy of the form in your file and update it as you gain more education and experience.

Name: _____
(Last) (First) (Middle)

Address: _____
(Street) (City) (State) (ZIP)

Phone number: ____/____ ____/____
(Message number)

Social Security number: _____

Education

Grade school	Years attended	Degree/diploma
--------------	----------------	----------------

High school	Years attended	Degree/diploma
-------------	----------------	----------------

College	Years attended	Degree/certificate
---------	----------------	--------------------

CAREER EXPLORATION--UNIT IX
Assignment Sheet 2

Page 2

Trade, business, correspondence

Years attended

Degree/certificate

Special study, research, apprenticeships, on-the-job-training:

Employment history

Company name: _____

Address: _____

Position: _____

Duties: _____

Supervisor: _____

Starting date: _____ Termination date: _____

Reason for leaving: _____ Wage: _____

Company name: _____

Address: _____

Position: _____

Duties: _____

Supervisor: _____

Starting date: _____ Termination date: _____

Reason for leaving: _____ Wage: _____

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CAREER EXPLORATION--UNIT IX
Assignment Sheet 2

Page 3

Job You Are Applying For: _____

Extra-curricular activities/organizations:

Hobbies/interests:

Honors/awards:

References:

(Name, title)

(Company name)

(Address)

(City)

(State)

(ZIP)

(Area code/telephone number)

(Name, title)

(Company name)

(Address)

(City)

(State)

(ZIP)

(Area code/telephone number)

(Name, title)

(Company name)

(Address)

(City)

(State)

(ZIP)

(Area code/telephone number)

CAREER EXPLORATION

UNIT IX

ASSIGNMENT SHEET 3--MARKETING STUDY FOR BUSINESS

Directions: Select a home economics based small business you would like to own and do a marketing study by answering as many of the following questions as you can. Ask a teacher, banker, or other adult in the community to help you if you need more information.

- Questions:**
1. Describe briefly the nature of the product or service you will offer.
 2. Describe who your customers are likely to be:
 - a. From what geographic area will you draw your customers?
 - b. How will you advertise for your potential customers?
 - c. What age or sex group is most likely to need your product or service?
 - d. What income level will most likely need your particular product or service?
 - Under \$15,000
 - \$15,000-25,000
 - \$26,000-35,000
 - \$36,000-50,000
 - \$51,000-75,000
 - \$76,000-100,000

- e. My product or service is likely to be more in demand by certain sociological, cultural, and ethnic groups. What groups are most likely to be customers?
- f. Who are the main competitors in the market area?
- g. What permits or license would I need, if any?

CAREER EXPLORATION
UNIT IX
ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

Answers will vary. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

ASSIGNMENT SHEETS 2-3

Answers will vary. Check for completeness. Evaluated to the satisfaction of the teacher in accordance with Assignment Sheet directions.

CAREER EXPLORATION

UNIT IX

JOB SHEET 1--RESEARCHING AN EMPLOYER



Directions: Select a place of business where you would like to work. Collect some facts about that business using the following sources:

1. Yellow Pages
2. Business Directory at Chamber of Commerce
3. Company brochure or policy book
4. Phone call to the secretary asking for information about the business or organization
5. An employee or friends and neighbors
6. Other

Possible facts to find out:

1. Products
2. Services
3. Associated companies
4. Subsidiaries
5. Number of employees
6. Physical plant size
7. Yearly gross in dollars
8. Reputation
9. Acquaintances who are employees
10. Other

Summarize your information and share the highlights with the class.

CAREER EXPLORATION

UNIT IX

JOB SHEET 2--GROOMING - FACIAL CARE AND HAIR

Directions:

- ☐ 1. Go to a department store for information about facial care and make-up.
- ☐ 2. Do comparative shopping at the grocery/pharmacy/department store.
- ☐ 3. Get some sample sizes of various products and try them.
- ☐ 4. Find pictures of how you would like to look and bring them to class for the bulletin board.
- ☐ 5. Practice using some of the products and try to achieve the look you would like.
- ☐ 6. Ask friends, family members, or teachers how you look. Is the look appropriate for work?
- ☐ 7. Write a summary of your findings.

Females:

- ☐ Have a make-up demonstration at a department store or by a make-up representative.
- ☐ Find out what colors are best for your coloring and skin type.

Males:

- ☐ Ask questions about products that will work best on your beard.
- ☐ Find out which after-shave lotion you like.
- ☐ Find out what colors are best for your coloring and skin type.

Summary:

Directions:

- 1. Read several current magazine articles on hair care.
- 2. Make a poster collage of hair styles you find which you think would be attractive on you.
- 3. Bring your poster to class and ask teachers and classmates to comment on the styles you've selected.
- 4. Practice styling your hair in one of the styles your class thinks would be most flattering to you. You may need to have your hair cut and styled by a professional. Have the stylist teach you how to blow dry or curl your hair in the new style.
- 5. Have your picture taken when you get a style you like and use it to help you maintain your "look."

CAREER EXPLORATION

UNIT IX

JOB SHEET 3--WARDROBE

Directions: Check your wardrobe. Bring to class a garment that would be appropriate for work but needs some care that you don't know how to do.

- Stains
- Wrinkles
- Rips, tears
- Missing buttons
- Clothes that need to be checked for correct length to fit

CAREER EXPLORATION

UNIT IX

JOB SHEET 4--EMPLOYEE RESPONSIBILITIES

Directions: Confidentiality is important to employers. Interview an employer or supervisor. Ask about the kinds of facts that must be kept private in their business. Make a list of information that must be kept confidential.

Discuss with the person you interview ways to answer phone requests to keep from telling confidential facts. Summarize some of the ideas.

CAREER EXPLORATION

UNIT IX

JOB SHEET 5--EXPLORING HOME ECONOMICS JOBS

- Directions:**
1. List the kinds of jobs related to Home Economics in the spaces below.
 2. Place a check by the area of your strongest interest.

SUBJECT MATTER AREA	JOB	INTEREST
Child Development, Care and Guidance	_____	_____

Clothing and Textiles	_____	_____

Consumer Education	_____	_____

Family Living and Parenthood	_____	_____

Family and Individual Health	_____	_____

Food and Nutrition	_____	_____

SUBJECT MATTER AREA**JOBS****INTEREST**

Housing and Home Management

Directions: 3. Interview at least one person in your community who is working in these Home Economics related areas. Possible questions:

- What is the nature of your work?
- What type of education or training did you have?
- Are there possibilities for high school students to get jobs in this area?
- What is the potential for me in this kind of job?

Summary of interview

Directions: Write a note to each person you interviewed to thank them for their time and information.

CAREER EXPLORATION

UNIT IX TEST

Part I--Matching: Match the term with the descriptive phrase by writing the letter in the space provided.

- | | |
|------------------|---------------|
| a. Apprentice | e. Interview |
| b. Aptitude | f. Mechanical |
| c. Computational | g. Reference |
| d. Confidential | h. Resume |
| | i. Scientific |

- ___ 1. Interest in discovering new facts and solving problems
- ___ 2. Interest in working with tools and machines
- ___ 3. The most important part of the job search process
- ___ 4. Told in secret; communicated in confidence
- ___ 5. Preference to work with numbers
- ___ 6. Person whom an employer can contact for more information about a prospective employee
- ___ 7. Outline of your history including name, address, and work experience
- ___ 8. Natural or acquired ability, quickness of understanding (talent, intelligence)

Part II--True or False: Write "T" before the statement that is true and "F" before the statement that is false.

- ___ 9. No answer is required for questions on the application form which are irrelevant.
- ___ 10. It is generally not necessary to thank an employer for an interview.
- ___ 11. When writing to a company for a job, you should indicate that you will accept any type of work.
- ___ 12. The purpose of a letter of application is to introduce your resume and/or secure an interview.
- ___ 13. Your personal appearance tells employers something about you.
- ___ 14. You should wear strong colognes and aftershave as your personal trademark.
- ___ 15. Developing a good sense of humor will help you succeed on the job.
- ___ 16. A well-groomed person bathes or showers every day.
- ___ 17. If you have an interest in a certain job, you will be a success, even if you don't have an ability for that particular job.

- ___ 18. Your interest and attitudes play a large part in how your employer reacts to you.
- ___ 19. Before you go to work you must have a Social Security number.

Part III--Multiple Choice: For each multiple choice question, choose the best answer and write its letter in the space provided.

- ___ 20. Before applying for a job, why is it a sound idea to prepare a list of your strengths and skills?
 - a. Impress your new boss
 - b. Persuade the employer to give you a higher salary
 - c. Help the interviewer find the job best suited to your skills
 - d. All of the above
- ___ 21. If you know about a job opening, what is the best way to get an interview?
 - a. Call the organization and ask for an interview.
 - b. Go to the place of business and wait around.
 - c. Write a letter of application requesting an interview.
 - d. All of the above
- ___ 22. What is the first thing you should do when you call an employer about a job?
 - a. Ask for a job.
 - b. Tell who you are.
 - c. Ask what the salary is.
 - d. Ask for an interview.
- ___ 23. Which is the main reason people lose their job?
 - a. Have sloppy work habits
 - b. Cannot get along with others
 - c. Don't have nice enough clothes
 - d. Lack confidence
- ___ 24. What is a major cause of small business failure?
 - a. Poor location
 - b. Insufficient financing
 - c. Uniqueness of service
 - d. Owner's age

Part IV--Short Answer: Write brief responses to these statements.

25. List four sources of job openings.

- a.
- b.
- c.
- d.

26. List four good personal habits needed for job success.

- a.
- b.
- c.
- d.

27. List four pieces of information which are essential on a resume.

- a.
- b.
- c.
- d.

28. List four entry-level jobs which would relate to subjects encompassed in Home Economics.

- a.
- b.
- c.
- d.

29. List four work-related qualities which are important to an employer.

- a.
- b.
- c.
- d.

CAREER EXPLORATION
ANSWERS TO UNIT IX TEST

Part I:

1. i
2. f
3. e
4. d
5. c
6. g
7. h
8. b

Part II:

9. F
10. F
11. F
12. T

13. T

14. F

15. T

16. T

17. F

18. T

19. T

Part III:

20. c

21. c

22. b

23. b

24. b

25. Four of the following or similar responses:
Classified ads
State employment service
High school counselors
Private employment agencies
Network of neighbors, friends, and acquaintances
26. Four of the following or similar responses:
Honesty Positive attitude
Loyalty Productivity
Reliability
27. Four of the following or similar responses:
Name, address, phone number
Job objective
Education
Extra-curricular activities
Additional skills
28. Four of the following or similar responses:
Food service worker Waitress
Fabric store Clothing boutique
Department store Paint/wallpaper store

29. Four of the following or similar responses:

Self-starting/initiative

Enthusiasm/energy

Self-confidence

Willing to accept responsibility

Appropriate job skills

Quality work

Ability to communicate

Willingness to change and grow

Ability to get along with others

Ability to deal with conflict

Safety

Efficiency